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GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS

DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

NO. 890 **20 September 2021**

LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO. 32 OF 2000)

LOCAL GOVERNMENT: MUNICIPAL STAFF REGULATIONS

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

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

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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 as 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);

"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 funds 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;

"KPAs" means key performance areas;

"KPIs" means key performance indicators;

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

"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;

"moderation" means the process of aligning the staff member's performance ratings to the performance of the department during the performance cycle and, where applicable, the municipality;

"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);

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"National Archives and Record Service of South Africa Act" means the National Archives and Record Service of South Africa Act, 1996 (Act No.43 of 1996);
"notch increase" means the salary notch between a staff member's current salary and the salary at the next notch on the salary scale at the same job level;
"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 on 1 July annually and ending on 30 June of the following year for which performance is planned, managed and assessed;
"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 position to which a person is appointed 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 jobs and number of posts created for the normal and regular requirements of a municipality, also referred to as the organisational structure or organogram;
"staff or 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—

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(*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.

Guidelines

3. These Regulations must be read in conjunction with the Guidelines 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

4. (1) This chapter applies to all municipal staff, including senior managers.

(2) A municipal council must —

(a) determine the municipality's staff establishment, which will provide the basis for each departments' strategic workforce and human resource planning. The human resource planning will, in the staff supply planning process, take into account 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 which will guide the staff demand planning, with particular reference to—

(i) the number of staff members required;

(ii) the minimum competencies which the staff members must possess;

(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 sub-regulation (1)(c) must—

(a) further to staff establishments, be aligned to the municipality's integrated development plan, budget, employment equity plan, skills development strategy and workplace skills plan, as contemplated in Chapter 5 of these Regulations;

(b) set realistic goals and measurable targets for achieving representativeness, taking into consideration sub-regulation (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.

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(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; and

(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

5. (1) A municipality may, within its administrative and financial capacity —

(a) establish separate departments for—

(i) the development and town planning functions;

(ii) the provision of municipal public works and basic services to communities;

(iii) the provision of community services;

(iv) the management of the municipality's finances; and

(v) provision of corporate support services.

(b) provide capacity to support—

(i) the offices of public office bearers; and

(ii) the office of the municipal manager.

(2) The organisation design metrics with the four key dimensions of the organisation design as set out in the table below must be applied by a municipality when determining the staff establishment.

Dimension	**Category A**	**Category B**	**Category C**
Structural layers	• Six to Seven (6-7) layers	• Five to Seven (5-7) layers.	• Five to Six (5-6) layers.
Structural shape	• Strategic: 0.2 - 1% • Managerial/ Specialist: 1 - 20% • Operational: 80 - 90%	• Strategic: 1% • Managerial/ Specialist: 1% - 15% • Operational: 85% - 95%	• Strategic: 1% • Managerial: 5% - 15% • Specialist: 30% - 55% • Operational: 15% - 30%
Span of control	• Municipal Manager: 7 - 8 • Directors: 6 - 7	• Municipal Manager: 6 - 8 • Directors: 5 - 7	• Municipal Manager: 6 - 8 • Directors: 5 - 6

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Dimension	Category A	Category B	Category C
	• Divisional Managers: 5 – 6 • Managers: 5 – 6 • Supervisors: 9 - 15	• Divisional Managers: 5 – 6 • Managers: 5 – 6 • Supervisors: 9 – 15	• Divisional Managers: 4 – 5 • Managers: 4 – 5 • Supervisors: 9 – 12
Core to support employee ratio	• Core to support employee ratio of 70:30 • The ratio is based on actual headcount and not number of roles		

(3) The number of posts as set out in Annexure F may be provided on the approved staff establishment of the offices of the political office bearers, subject to the category, size and affordability of municipality, including approval by council of the municipality.

(3) Unless specified, personal security of POBs is subject to a threat and risk analysis conducted by the South African Police Service.

(4) 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 sub-regulation (1) and (3) 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, with the wage and salary bill not exceeding financial ratios and norms as set out in terms of Municipal Finance Management Act.

(e) the need for the promotion of equality and uniform norms and standards.

Procedure for determining staff establishment

6. (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) changes to the powers and 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 sub-regulation (1)(d).

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(3) The municipal manager must review the draft staff establishment in consultation with recognised trade unions within the local labour forum.

(4) The municipal manager must within 30 days of reviewing the staff establishment, submit a report and the proposed 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 and link it to the strategic drivers within the Integrated Development Plan, 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 an implementation plan with specific timeframes within which the new staff establishment will take effect; 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 by the municipal manager for the purpose of submitting it to the relevant MEC for local government.

(7) Within 14 days of the municipal council approving the submission referred to in sub-regulation (4), the municipal manager must submit to the MEC a copy of the —

(a) staff establishment;

(b) council resolution; and

(c) reports informing the staff establishment, if any.

(8) Within one month of receiving, the documents referred to in sub-regulation (7), the MEC must consider the proposed staff establishment and submit comments to the municipal council.

(a) If the MEC does not provide comments within the period referred to in sub-regulation (8), the municipal council may finally approve the municipality's staff establishment.

(b) The municipal council must consider any comments received from the MEC and thereafter adopt the staff establishment.

(9) Within 30 days of the municipal council finally adopting the staff establishment, the mayor must submit to the MEC—

(a) a copy of the adopted staff establishment;

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(b) the council resolution adopting the staff establishment;
(c) the reports informing the staff establishment, if any; and
(d) the reasons for rejecting the MEC's submissions, if any.

(10) Within 14 days of receiving the documents referred in sub-regulation (9), the MEC must submit the documents referred to in sub-regulations (7) and (9) together with a copy of the MEC's comments referred to in sub-regulation (8) to the Minister.

Job description

7. (1) Every job on the staff establishment of a municipality must have a written job description.

(2) The municipality must keep a record of all updated job descriptions for all posts.

(3) The incumbent or the representative of that job and the immediate supervisor or supervisor representative of that job, in consultation with the relevant head of department and the human resources department must develop, and where appropriate, review a job description when there are substantial changes to the job.

(4) A job description must contain at least the job title, purpose of the job, the location of the job on the staff establishment, key responsibilities, competencies and minimum 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 permanent substantial changes to the jobs to ensure that the job description remains relevant and current.

Establishment of standards for job descriptions

8. (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 descriptions and job designations.

Job evaluation

(9) (1) All jobs in a municipality must be graded through a job evaluation process.

(2) Job evaluation is the grading of jobs according to a specifically planned procedure and reliable methodology in order to determine the relative worth of each job in the municipality.

(3) Job evaluation process involves the evaluation of the job and not the person performing the job.

(4) Jobs must be evaluated—

(a) upon completion of the review of the staff establishment;

(b) within six months of a material change to the job content or job requirements; or

(c) before a new post is filled.

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(5) A detailed job description needs to be available before initiating the process of job evaluation.

(6) Job evaluation must be conducted based on actual and current activities of the job and not on future projections.

(7) Job evaluation processes must—

(a) provide the basis for the accurate measurement of defined activities or roles;

(b) establish a job worth hierarchy in terms of where jobs should be placed in the municipal staff establishment;

(c) provide a rational basis for designing and maintaining an equitable pay structure;

(d) provide the basis to manage internal relativity of jobs according to different levels of complexity of jobs; and

(e) provide the basis for consistent decision-making processes regarding the grading of jobs.

CHAPTER 3

RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF

Principles

10. (1) 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: Provided that if a municipality is unable to adhere to the employment equity plan due to specialised scarce skills required for a specific post, the municipality must record reasons for deviation from the policy;

(b) be integrated with other human resource management systems and procedures;

(c) use objective competencies specified in the Regulations; and

(d) be filled through advertising in accordance with regulation 14.

Determination of recruitment needs

11. (1) Every municipality must—

(a) develop the strategy to—

(i) fill funded vacancies; and

(ii) reduce turnaround times for filling of approved vacant funded posts;

(b) fill all funded vacant posts on the staff establishment within six months of a funded post becoming vacant.

(c) at all times have the capacity and capability to perform its functions.

(2) The strategy contemplated in sub-regulation (1)(a) must include timeframes for the various activities included in the recruitment and selection processes.

(3) A vacant post on the staff establishment may not be filled unless—

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(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.

(4) Deviation from sub-regulation (1) may be granted on the following grounds:

(a) budget cut requiring prioritisation of personnel expenditure;

(b) impending re-structuring exercise; and

(c) alternative staffing solutions are adopted.

General requirements for appointment of staff

12. (1) 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, permanent resident or foreign national with a valid work permit; and

(*b*) possesses the relevant competencies, qualifications and experience, as set out in Annexure A.

Competency requirements for staff

13. (1) A person appointed as staff member in terms of these Regulations must, where applicable—

(a) have the necessary competencies; and

(b) comply with the minimum requirements for education qualifications, work experience and knowledge as set out in Annexure A.

(2) A staff member who was appointed before these Regulations came into effect and who does not meet the minimum competency requirements of the relevant post as prescribed, shall be deemed to be meeting the requirements of the post. Despite the provision of this regulation, a municipality may place a staff member on a programme to acquire the competency requirements as prescribed in order for the staff member to be eligible for career opportunities in the municipality.

(3) If a staff member has not attained the competencies as prescribed in these Regulations, the municipality must utilise the workplace skills plan to identify and address the staff member's competency gaps and development needs.

(4) The Minister may issue a notice in the gazette determining uniform competency-based assessment for specific occupational streams.

(5) The municipality must subject a staff member to a competency assessment for specific occupational streams as determined by the Minister in terms of sub-regulation 13(4) above.

Advertising of vacant post

14. (1) The municipality must advertise a post after the approval referred to in sub-regulation 11(3)(*a*) has been obtained.

(2) The advertisement must at least specify the—

(a) job title;

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(b) term of appointment;
(c) place of work;
(d) applicable salary scale or pay range;
(e) competency requirements of the post, and where applicable the minimum qualifications and experience as set out in Annexure A;
(f) inherent requirements of the job;
(g) summary of the core functions;
(h) need for signing an employment contract and, where applicable, a performance agreement and disclosure of benefits and interest;
(*i*) address where applications must be sent;
(j) place where applicants can obtain the application form;
(k) contact person;
(l) where necessary, the need to undergo screening and vetting; and
(m) 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-

(a) response handling;
(*b*) compilation of—
(i) long list of all applicants who applied for the advertised post;
(ii) preliminary list of applicants who meet the requirements;
(ii) list of applicants who do not meet all requirements but have the potential; and
(iii) 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 sub-regulation (3) shall not undertake the selection process.

(5) An advertisement contemplated in sub-regulation (2) may be utilised to create a pool of potential candidates valid for a period not exceeding six months from the date of advertisement to fill any other vacancy in the relevant municipality if—

(a) the job title, core functions, inherent requirements of the job and the salary level of the other vacancy is the same as the post advertised; and
(b) the recruitment process contemplated in these Regulations has been complied with.

(6) A municipality may advertise any funded vacant post, as a minimum, within the municipality, but may also advertise such post—

(a) locally; or
(b) nationwide.

Application for vacant post

15. (1) An application for a vacant post must be made on the form that is attached as Annexure B.

(2) Despite sub-regulation (1), a municipality may use an on-line application form that contains the information in Annexure B and is consistent with these Regulations.

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(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 sub-regulation (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.

(5) Applications not made on the prescribed application form will render any appointment or contract entered into, between the municipality and the successful candidate invalid.

(6) 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 and Record Service of South Africa Act, 1996.

(7) 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

16. (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 a suitable person to the vacant post.

(2) The selection panel must comprise of at least 3 but not more than 5 members.

(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 shortlisted candidate or vice versa; or

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(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) If a union representative is allowed to attend interviews as an observer, he or she must sign the declaration as set out in Annexure C to prevent the disclosure of information to unauthorised persons.

(7) The head of human resource or his or her delegate must facilitate and provide advisory services during the selection process to ensure compliance with the Regulations in the recruitment and selection process.

(8) A staff member delegated to provide secretarial services during the selection process may not form part of the selection panel.

(9) Each panel member must disclose potential conflict to be considered by the full selection panel at the initial meeting of the panel.

(10) 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.

(11) 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 and, where necessary, disciplinary action.

Shortlist of applicants

17. (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 shortlist based on the inherent requirements of the position as advertised and with due regard to section 20 of the Employment Equity Act.

Interviews

18. (1) The list of shortlisted 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, once constituted, must 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) Despite the provisions of sub-regulation 2, a municipality must grant observer status to each of the recognised trade union representatives during the interviews: Provided that failure by the union to attend the interviews from proceedings will not invalidate the decision of the panel.

(4) The selection panel must interview the shortlisted candidates.

(5) Before the interview for a specific post commences, 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.

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(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 re-advertising may be considered only if the recruitment process has not attracted suitable candidates.

(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

19. (1) Reference checks and personal credential verification for shortlisted candidates must be conducted by—

(a) verifying the candidate's suitability for 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, identification document, security clearance and, where necessary, credit checks.

(2) A written report on the outcome of the reference checks and personal credential verification must be compiled and considered before the appointment is concluded.

(3) Despite sub-regulation (1)(a), a candidate who does not have a previous employment record may not be disqualified as a candidate for appointment to an advertised post.

Appointment

20. (1) A person may be appointed as a staff member only if he or she—

(a) possesses the relevant competencies as prescribed in Annexure A; and

(b) is not disqualified in terms of regulation 22.

(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) whom to appoint; and

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(ii) the terms and conditions of employment.

(3) Before making a decision to appoint, the municipal manager or delegate must satisfy himself or herself that the candidate meets the relevant requirements of the post as provided in Annexure A.

(4) If the decision of the municipal manager or the delegate does not accord with the recommendations of the selection panel, the reasons for such a decision must be recorded in writing.

(5) An appointment may only take effect after the municipal manager or his or her delegate has approved the appointment in writing.

(6) The municipal manager or his or her delegate must ensure that all the interviewed candidates are informed whether or not they were successful.

(7) Unsuccessful candidates must, on request, be provided with reasons in writing as to why they were not successful.

Appointment of support staff to offices of public office bearers

21. (1) A person appointed to a post on the approved staff establishment in order to support the office of a public office bearer must either be—

(a) seconded from a post on that municipality's approved staff establishment or another municipality's staff establishment; or

(b) appointed on a fixed-term contract of employment linked to the term of office of the public office bearer.

(2) The duration of the secondment or fixed-term employment contract contemplated in sub-regulation (1), may not be longer than 30 days after the public office bearer vacates office.

Re-employment of dismissed staff

22. (1) A person who was dismissed from a municipality for any reason stated in column B of the table in Annexure E, may not be employed in any municipality before the period set out in column C of the table has expired.

(2) Despite sub-regulation (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 E, 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 E.

(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;

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(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 or the Labour Court;
(j) the costs incurred by the municipality; and
(k) the date of resignation or dismissal of the person.

Probation

23. (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 job requirements and the minimum period required to establish whether performance is satisfactory or not.
(3) The period of probation excludes the number of days for which leave has been taken by the staff member during the period of probation or any extension thereof.
(4) 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.
(5) 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.
(6) 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.
(7) Despite sub-regulation 6, 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.
(8) 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;

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(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

24. (1) A staff member who is appointed in accordance with this chapter to a post in a municipality that is higher in salary level or job grade 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 which accrued from those years of service.

Transfer of staff

25. (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 written consent of that staff member.

(4) A staff member contemplated in this regulation may not be demoted, promoted or transferred to a position at a level which is lower or higher than the staff member's current post level.

Secondment of staff to another municipality

26. (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 municipalities contemplated in sub-regulation (1) must conclude a written agreement regarding the secondment that specifies—

(a) the municipality 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;

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(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

27. (1) A municipality may request national or provincial government, another municipality or any state organ as the 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: Provided that the relevant legislation, terms and conditions of service of that person apply.
(2) The parties contemplated in sub-regulation (1) must conclude a written agreement regarding the secondment that specifies the issues set out in regulation 26(2).
(3) The municipality must inform the MEC of any such secondment and the terms and conditions associated with that secondment.

Acting appointment

28. (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) Despite sub-regulation (8), the municipal manager, or his or her delegate, may extend the period in sub-regulation (8) for a further period of three months, if there is a justifiable reason to do so.
(10) Any further extensions made under sub-regulation (9) shall not exceed a period of nine consecutive months, whereafter the post must be advertised and filled on a competitive basis.

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(11) The performance of a staff member appointed to act in a post must be assessed in terms of these Regulations.

Appointment of permanent staff

29. Except as provided for in regulations 21 and 30, appointments of staff members made in terms of section 66 of the Act shall be on a permanent basis.

Appointment of staff on fixed term contract

30. (1) Despite regulation 29, a municipality may, in exceptional circumstances and within its administrative and financial capacity, appoint a person or persons on fixed term contract without adhering to the procedures and processes as contained in this chapter.
(2) The application of sub-regulation (1) is subject to the provisions of section 198B of the Labour Relations Act.

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CHAPTER 4

PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

Establishment of performance management and development system

31. A municipality must adopt a performance management and development system that complies with the provisions of this chapter.

Application

32. **(1)** The performance management and development system applies to all staff members of a municipality excluding a staff member—

(a) appointed on a fixed term contract with a duration of less than 12 months;

(b) serving notice—

(i) of termination of his or her contract of employment; or

(ii) to retire on reaching the statutory retirement age;

(c) appointed on an internship programme or participating in the national public works programme or any similar scheme; and

(d) appointed in terms of sections 54A and 56 of the Act.

(2) The performance management and development system must be collaborative, transparent and fair.

(3) A municipality shall apply the performance management and development system in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency, effectiveness and accountability.

(4) The performance management and development system must be underpinned by an open, constructive and on-going communication between the supervisor and the staff member.

(5) The performance management and development system must, where reasonably practicable, link to—

(a) the municipality's strategic objectives, integrated development plan and the SDBIP of the relevant municipal department; and

(b) the senior manager's performance plan and the performance plans of the staff members within that senior manager's department.

(6) The performance management and development system must be developmental, while allowing for—

(a) an effective response and relevant measures to manage substandard performance; and

(b) recognition and reinforcement of fully effective performance, performance significantly above expectations and outstanding performance.

(7) The performance management and development system must be integrated with other human resource policies and practices contemplated in section 67 of the Act as well as any other organisational development initiatives of the municipality.

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Determination of performance management and development system

33. The objectives of the performance management and development system is to—

(a) promote the objectives 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, mutual co-operation and assistance amongst staff members;

(c) institutionalise performance planning, monitoring and evaluation in municipalities;

(d) maximise the ability of the municipality as a whole to achieve its objectives and improve the quality of life of its residents by aligning municipal-wide, departmental and individual performance;

(e) build a common understanding among staff members of the municipality's objectives as contained in its integrated development plan and annual performance plan;

(f) set clear performance indicators and performance targets by communicating to staff members how their roles contribute to the success of the municipality;

(g) build individual capability, skills and competencies that are key to the municipality achieving its mandate and objectives and encourage commitment among staff;

(h) create an enabling environment to plan, monitor and measure performance against set targets or outputs;

(i) encourage desired behaviours as articulated in the Code of Conduct for Municipal Staff Members, as contained in Schedule 2 to the Act;

(j) identify and improve substandard performance of staff; and

(k) recognise performance of staff that have achieved a rating of performance significantly above expectations and outstanding performance.

Performance management and development system

34. (1) A staff member of a municipality is a public servant in a developmental local government system, and therefore must—

(a) be committed to serve the public and to a collective sense of responsibility for performance in terms of standards and targets; and

(b) participate in the overall performance management system of the municipality, as well as the staff members' individual performance evaluation and reward system in order to maximise the ability of the municipality as a whole, to achieve its objectives.

(2) The municipality, as represented by the relevant supervisor, and staff member must, during the planning phase, agree on—

(a) performance objectives and targets that the staff member is expected to achieve during a performance cycle;

(b) specific performance standards, weightings for targets and performance indicators for measuring achievement of performance against set targets; and

(c) job specific competencies to be assessed in the performance cycle.

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(3) The supervisor and staff member must ensure that performance management is aligned to the staff member' job, and KPAs relevant to the post that the staff member holds.

(4) The KPAs must relate to the staff member's functional area and must consist of not less than 5 and not more than 7 KPAs.

(5) The KPIs—

(a) include the input, quality or impact of an output by which performance in respect of a KPA is measured; and

(b) must be measurable and verifiable.

(6) The performance standard for each KPI may be qualitative or quantitative, but must also satisfy the criteria set out in sub-regulation (5).

(7) The KPA weighting demonstrates the relative weight of each KPA.

(8) The job specific competencies, as derived from Annexure A, must include the name and definition of the specific competency, the expected level of capability, the relevant weightings, be specific and applicable to the job of the staff member.

(9) The staff member's job specific competencies should not exceed six competencies within a performance cycle.

(10) The supervisor must, during the performance cycle, monitor, coach and provide feedback to the staff member.

(11) The supervisor and staff member must undertake a formal mid-year performance review. The review must be recorded as a formal engagement between the supervisor and staff member.

(12) The supervisor and staff member must undertake an annual performance assessment for each performance cycle based on the performance agreement.

(13) The criteria upon which the performance of the staff member must be assessed consist of two components: KPAs and job specific competencies. The staff member's performance must be assessed against both components. KPAs covering the main areas of the work will account for 80% of the weight while the job specific competencies will constitute 20% of the overall assessment result as per the weightings agreed in terms of the performance agreement.

(14) The supervisor and staff member must conclude the annual performance assessment process as a formal engagement co-signed by the supervisor and staff member. The annual performance assessment must be recorded and signed by the supervisor and staff member.

(15) The supervisor must ensure that any relevant personal development and career incidents are deliberated upon with the staff member during the performance appraisal or assessment.

Performance agreement

35. (1) A supervisor and staff member must enter into a performance agreement for each performance cycle of the municipality.

(2) The performance agreement of a—

(a) serving staff member must be concluded within 30 days of the commencement of the new financial year of the municipality; and

(b) staff member must be concluded within 60 days of—

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(i) his or her appointment after probation as from 1 July of the new financial year;

(ii) his or her transfer or promotion to a new post; or

(iii) his or her return from prolonged leave that is more than three months.

(3) If at any time during the performance cycle, 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 or municipal policy.

(5) The performance agreement must include a performance plan that contains—

(a) the name, job title and the department of the staff member;

(b) the objectives or targets;

(c) KPAs, their weightings and the target date for meeting the KPA;

(d) the KPIs and the performance standard for each KPI;

(e) the name and definition of the job specific competencies, their weightings and the expected level of capability for each competency;

(f) a personal development plan prepared in compliance with regulation 51; and

(g) the process of monitoring and assessing performance, including the planned dates of assessment.

Team-based performance management and development system

36. (1) A municipality may establish a team-based performance management and development system for a category of staff below the level of a supervisor that will assist the municipality in managing probation, rewards, and skills development of staff members, which is consistent with the principles set out in this chapter.

(2) Before implementing 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 monitoring and review

37. (1) The monitoring process involves a manager consistently measuring performance on the job and providing ongoing feedback to staff and teams on progress towards reaching staff member and team goals.

(2) The monitoring of performance includes conducting progress assessment with staff member and teams through one-on-one or team engagement sessions during which their performance is compared against predetermined performance standards.

(3) The supervisor must offer coaching when required in order to reinforce effective performance or bring the performance of the staff member closer to the expected standards.

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(4) The performance of the staff member must be reviewed at mid-year to assess the staff member or teams' progress towards meeting performance targets, to identify challenges and agree to solutions and to consider reviewing targets resulting from workplace changes beyond the staff member or team's control.

(5) The municipality may review the performance of a staff member at any other time and on an ongoing basis to offer coaching and feedback.

Performance evaluation

38. (1) The annual performance evaluation 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 comprises —

(i) each KPA assessed to determine the extent to which the specified standards or KPIs 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 weight 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 as outlined in the performance plan, which comprises—

(i) each competency assessed to determine the extent to which the specified standards or KPIs 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 multiplied by the weight given to that competency to provide a score for that competency.

(2) The five point rating scale as set out in the table below shall for purposes of implementation of this chapter, apply to all staff members.

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 above expectations**	Performance is significantly higher than the standard expected in the job. The appraisal indicates that the staff 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**	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.

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Level	Terminology	Description
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.

(3) An overall rating is calculated by using the assessment rating calculator as provided in Annexure D. Such overall rating represents the outcome of the performance appraisal.

(4) The annual performance evaluation must determine a performance rating for the performance cycle.

(5) The staff member assessed or the person designated in terms of sub-regulation (7) must provide the supervisor with a portfolio of evidence relating to his or her KPAs for the entire performance cycle.

(6) The maintenance and provision of the portfolio of evidence to support the decision on the final score to each KPA and competency, is the responsibility of the staff member.

(7) Despite sub-regulation (6), the municipal manager may exempt categories of staff from maintaining a portfolio of evidence in which case the municipality must determine alternative mechanisms, or designate a staff member who will maintain the portfolio of evidence of those staff members.

(8) The evaluation of the performance of the staff member must be conducted by that member's supervisor or his or her delegate.

(9) The staff member's supervisor must keep a record of all assessment meetings.

(10) Personal growth and career development needs identified during any performance review or assessment, together with the actions and timeframes agreed to, must be recorded in the staff member's personal development plan.

(11) Once the annual performance evaluation has been concluded, the performance assessment reports and outcomes must be subjected to departmental moderation processes contemplated in regulation 39.

Performance moderation

39. (1) The municipal manager must establish departmental performance moderation committees, which must be convened annually.

(2) Performance moderation processes must take place within a reasonable timeframe after the end of the performance cycle, but not later than six months after the end of the financial year.

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(3) The departmental performance moderation committees shall be constituted as follows:

(a) The relevant heads of departments, who must act as chairpersons in the committees;

(b) all managers directly accountable to the heads of departments, who must be recused from the committee before their assessments are considered by the committee; and

(c) a senior human resource functionary who will advise, guide and provide support, including arrangements for secretariat services.

(4) The purpose of the departmental performance moderation committee is to—

(a) conduct moderation of annual staff performance results in order to ensure that the norms and standards for performance management and development systems are applied in a fair, realistic and consistent manner across the department;

(b) assess and compare the performance and contribution of each staff member with his or her peers towards the achievement of departmental goals;

(c) ensure fairness, consistency and objectivity with regard to dispersal of performance recognition and ratings achieved for a common understanding amongst supervisors of the performance standards required at each level of the performance rating scale;

(d) determine the cost implications for recognition of performance of all staff members within the department;

(e) recommend the moderated performance scores for all staff members to the municipal moderating committee for approval;

(f) ensure that performance rewards are based on affordability;

(g) consider the impact of the performance assessments on financial rewards and options for various forms of recognition;

(h) recommend performance rewards as well as remedial actions for performance considered to be below effective performance; and

(i) ensure that the integrity of the performance management and development system is protected.

(5) *(a)* If the departmental moderation committee has reason to believe that any performance assessment by the supervisor does not conform to performance norms and standards or that there is lack evidence or information to support the performance ratings, the departmental moderation committee may not reassess, amend or adjust the performance ratings of a staff member, but may refer the assessment back to the relevant supervisor for reassessment in consultation with the affected staff member.

(b) Upon conclusion of the reassessment, the departmental moderation committee may reconvene to moderate the assessment of the staff member concerned.

(c) If the supervisor fails to reassess the staff member within the stipulated timeframe despite the request to do so by the relevant authority or the departmental moderation committee still has reason to believe that the performance ratings are not substantiated, the moderation committee may request the higher level supervisor to reassess the relevant staff member.

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(d) The affected staff member must be consulted and be offered an opportunity to respond.

(6) The municipal council must establish a municipal moderation committee, which must be convened annually.

(7) The municipal moderation committee shall be constituted as follows:

(a) The municipal manager, who must act as the chairperson of the committee;

(b) all heads of departments;

(c) head of municipal planning and organisational performance;

(d) head of the municipal internal audit;

(e) a senior human resource functionary to guide, advise and provide support, including arrangements for secretariat services; and

(f) a performance specialist, where applicable.

(8) The purpose of the municipal moderation committee is to—

(a) provide oversight over the staff performance management and development system to ensure the performance management process is valid, fair and objective;

(b) moderate the overall performance assessment score for staff determined after the departmental moderation processes;

(c) ensure that the final individual performance ratings are fair across each grade and department or directorate;

(d) ensure that the final individual assessment outcome corresponds with the performance of the municipality and the relevant department aligned to the staff member's job description or directorate before any recognition of performance is considered;

(e) determine the percentages for the merit based rewards subject to affordability and the annual approved municipal budget in terms of section 16 of the Municipal Finance Management Act;

(f) recommend appropriate recognitions for different levels of performance;

(g) recommend appropriate remedial actions for performance believed to be substandard;

(h) advise the municipality on recognition of performance, including financial and non-financial rewards, where applicable;

(i) identify potential challenges in the performance management system and recommend appropriate solutions to the municipal manager;

(j) identify developmental needs for supervisors to improve the integrity of the performance management and development system; and

(k) consider any other matter that may be considered relevant.

Performance rewards

40. (1) A performance related reward—

(a) is at the discretion of the municipality; and

(b) may be awarded to a staff member—

(i) who has served the full assessment period of 12 months on 30 June of each financial year of a municipality;

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(ii) transferred or seconded horizontally during the performance cycle within the municipality;

(iii) who is on uninterrupted approved leave for 3 months or longer;

(iv) who is on approved maternity leave for more than 3 months; and

(v) who received a performance rating of performance significantly above expectations or outstanding performance during a performance cycle after moderation of performance results.

(c) may not be awarded to a staff member—

(i) appointed after 1 July of that performance cycle;

(ii) who is serving probation as stipulated in regulation 23;

(iii) whose performance period is less than 12 months;

(iv) whose employment is for a fixed term duration of less than 12 months; or

(v) whose post was upgraded without a change in performance agreement.

(2) A municipality may not spend more than 1.5% of its annual salary and wage bill for staff performance rewards.

Disputes about performance agreements and assessment

41. (1) Any dispute about performance objectives or targets must be mediated by the relevant head of department or directorate of 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 applicable procedures.

(2) Any 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 or directorate not later than five days of lodging the grievance in terms of the applicable procedures.

(3) A dispute contemplated in sub-regulation (2) must be resolved within one month of receipt of the dispute by the head of the department, after—

(a) considering the representation from the staff member concerned and his or her supervisor; and

(b) consultation with the head of human resources.

(4) A staff member who is not satisfied with the outcome of the procedure in sub-regulation (3), may lodge a dispute in terms of the dispute resolution mechanisms of the bargaining council.

Managing substandard performance

42. (1) A staff member who receives a performance rating below 3 in terms of the Five-Point Rating table in regulation 38(2) must—

(a) be assisted in developing his or her competencies through training, and supervision; and

(b) develop a revised personal development plan with his or her supervisor.

(2) The personal development plan must contain at least—

(a) a description of the behaviour and skills that require improvement;

(b) a description of the actions that will be undertaken to improve the identified behaviour and skills that require improvement;

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(c) the deadlines for improvement;

(d) a schedule of meeting to assess improvements and provide feedback; and

(e) details of the potential consequences in the event that there is no improvement in performance.

(3) The meetings to assess improvements and to provide a feedback must be recorded in writing.

(4) The personal development plan to manage performance improvement must cover a maximum period of six 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 performance that is fully effective:

(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 in accordance with item 9 of Schedule 8 to the Labour Relations Act.

Performance management of staff members who are acting in posts

43. If a staff member is required to act in a post for a period that exceeds three months, the supervisor to whom the acting staff member is reporting, must review the KPAs and KPIs in consultation with the acting staff member, and include the KPAs and KPIs in the staff member's amended performance agreement.

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CHAPTER 5

SKILLS DEVELOPMENT

PART A

OBJECTIVES

Objectives

44. (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 which 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) ensuring that skills development is a KPA in senior managers and supervisors performance agreements. This is aimed at promoting career development through consultations with staff members.

(4) The skills development process involves planning, skills assessment, implementation and review.

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PART B

SKILLS DEVELOPMENT PLANNING

Alignment to strategic planning cycles

45. 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

46. Skills needs in municipalities must be determined by conducting—

(a) skills needs analysis, in which the municipality must identify skills needs at municipal and department levels based on critical roles, 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

47. (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.

(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;

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(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

48. (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) 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.

(3) Skills audit must be conducted once every five-years within 24 months from the election of the new council of a municipality.

Recognition of prior learning assessment

49. (1) A recognition of prior learning assessment determines 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).

Personal development plans

50. (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 aligned to the municipality's strategic objectives.

(2) The personal development plan must take into account the skills audit and the requirements of the performance management system.

(3) ~~A~~ staff member may only undergo training that is -—

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(a) contained in personal development plan or
(b) approved by the municipal manager or his or her delegate

Workplace skills plan

51. (1) A municipality must, 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.
(4) A municipality must submit a completed workplace skills plan to the LGSETA on 30 April of each year.

Budgeting for skills development

52. (1) A municipality must establish a skills development budget that provides funding for training and development identified in the workplace skills plan.
(2) Funding for training and development of staff will derive from—
(a) a municipality's own training budget;
(b) the skills development levies as prescribed in terms of Skills Development Levies Act, 9 (Act No 9 of 1999);
(c) discretionary and mandatory grants received from LGSETA; and
(d) provincial and national government capacity building grants.

PART C

IMPLEMENTING SKILLS DEVELOPMENT

Types of skills development programmes

53. 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 acquire technical, professional or specialist skills, which may include structured mentorship programmes;

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(iv) the creation of work exposure opportunities that may accelerate learning and or skills development, 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

54. (1) Supervisors must ensure the development of employees through re-allocation, rotation and secondment of staff members across functions within a municipality with due regard to service delivery requirements, where applicable.

(2) A municipality must ensure the effective management of the quality of learning delivery, especially that which is provided by the 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

55. (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;

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(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

56. (1) A municipality may agree to pay the full amount for, or part of, a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme as per the municipal training policy.

(2) A municipality which 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 sub-regulation (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.

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CHAPTER 6

DISPUTE RESOLUTION

Grievances

57. Grievances must be dealt with in terms of the collective agreement concluded in the bargaining council designated for municipalities.

CHAPTER 7

DISCIPLINARY CODE AND PROCEDURES

Discipline

58. Discipline must be dealt with in terms of the collective agreement concluded in the bargaining council designated for municipalities.

CHAPTER 8

REMUNERATION RELATED MATTERS

Remuneration

59. Remuneration must be dealt with in terms of the collective agreement concluded in the bargaining council designated for municipalities.

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CHAPTER 9

GENERAL

Delegations

60. (1) The municipal council may, in writing, 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, in writing, 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 (4) of the Act.

Inconsistencies between different texts

61. In the event of an inconsistency between different texts of the Regulations, the English text prevails.

Transitional arrangements

62. These Regulations do not affect the validity of a contract of employment concluded before these Regulations are promulgated.

Personnel records

63. (1) A municipal manager must keep records of each staff member in a municipality and update it frequently.

(2) Records contemplated in sub-regulation 1 must be disposed of in terms of the National Archives and Record Service of South Africa Act.

Repeal of regulations

64. 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.

Short title and commencement

65. These Regulations are called the Local Government: Municipal Staff Regulations and come into effect on 1 July 2022.

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ANNEXURE A

LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR MAINSTREAM OCCUPATIONS AND CAREER STREAMS

1. Overview of the competency framework

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

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

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

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

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

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

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2. 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.

3. 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:

(a) Knowledge / scope of work, experience and qualifications
(b) Professional / functional competence (competence in the functional and technical areas of the job)
(c) Personal competencies
(d) Public Service Orientation competencies
(e) Management / Leadership competencies

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Figure 1: Application of the Competency Framework

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

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

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

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

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

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

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

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

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

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ADMINISTRATIVE COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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ARCHITECTURE COMPETENCY FRAMEWORK

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

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			• Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009).	• Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009).
EXPERIENCE	• 0-2 years relevant experience.	• 2-3 years relevant experience.	• 3-5 year relevant experience including post graduate internship experience to obtain a license.	• 5-8 years relevant experience, preferably in architectural field.
QUALIFICATION	• A relevant post matric qualification preferably a Higher Certificate [1 year, 120 credits, + 1 year Work Integrated Learning; • Registered with the South African Council for the Architectural Profession; and • Valid Code EB driving license. • Computer literacy: MS Office	• A relevant tertiary qualification, preferably a National Diploma Architecture [3years,360 credits]; or • An Advanced certificate [total 240 credits + 1year Work Integrated Learning; • Registered with the South African Council for the Architectural Profession; and • Valid Code EB driving license. • Computer literacy: MS Office	• A relevant tertiary qualification, preferably a Bachelors of Architectural Studies (Honours) or • B Arch (Prof) [4 years, 480 credits`]; or • B Tech / Advanced Diploma • + 1 year Work Integrated Learning; • Registered with the South African Council for the Architectural Profession; and • Valid Code EB driving license. • Computer literacy: MS Office	• A relevant tertiary qualification, preferably a Masters' degree in Architecture; • Accreditation by the National Architectural Accrediting Board; • • Registered with the South African Council for the Architectural Profession; and • Valid Code EB driving license. • Computer literacy: MS Office

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

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

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

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

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

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

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

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

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

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

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

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

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

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ARTISAN COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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ASSET MANAGEMENT COMPETENCY FRAMEWORK (IMMOVABLE PROPERTY)

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS **(These are a guideline and therefore not limited to)**	• Assets Officer	• Operational Manager: Assets • Senior Assets Officer	• Assistant Manager: Assets • Senior Specialist: Portfolio Strategy • Senior Specialist: Property Research & Analysis • Principal Assets Officer	• General Manager Property Asset Management • Chief Specialist: Portfolio Strategy and Analysis
KNOWLEDGE AND SCOPE OF WORK	• Under direct supervision of the Assistant Manager: Assets implement the Asset Management Plan operations; • 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	• Under direct supervision of the Assistant Manager: Assets oversee the Asset Management Operations; • 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	• Manage the Property Asset Function under the direct supervision of the General Manager / Chief Specialist: Portfolio Strategy and Analysis and may be required to manage more junior staff; • Research & Implement the Asset Management Strategy and Action Plans based upon the chosen Service Delivery Options; • Develop and maintain segmentation plans for Property Asset Classes; • Action detailed plans for acquisitions and replacements, operations and maintenance as well as	• Manages a specialised Property Asset Function under the leadership and guidance of the Director / Property Portfolio Manager; • 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 and property segmentation classes in terms of the Municipality's policies;

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	operational solutions and services; • Assist with Operational Implementation of Property Department's Asset Management Plan for identified assets; and • Assist with Operational maintenance of Annual Asset Management Plans.	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; and • Operational maintenance of Annual Asset Management Plans.	disposals in terms of the Municipality's Policies; • Manage all Council owned property portfolio assets, and implement approved property asset management planning systems information 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; and • Execute the asset needs acquisition management, operational and disposal plans.	• 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 management plans aligned with Municipality's budget, and in consultation with the Property Department; and • Develop asset needs assessment, acquisition management, operational and disposal plans.

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

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2. Technical Communication The ability to convey technical information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.	• Demonstrates effective oral and written communication of technical data and information; • Attends to messages from others – correctly interprets and responds promptly and appropriately; • Asks questions when issues appear unclear; • Appears aware of the various media available to effectively carry technical messages; and • Shows an understanding of the issues at hand and how best to communicate the information.	• Demonstrates competencies from level 1; • Organizes communication in a logical manner and prioritises issues; • Ensures that all communication (both verbal and written) is clear and unambiguous; • Uses terms, examples and analogies that are understood by all; • Adapts communication content and style according to the audience, including managing body language effectively; • Communicates effectively with people at all levels within the municipality and outside; • Is receptive to suggestions and ideas from others in effective communication techniques; and • Demonstrates an in-depth understanding of the issues to be communicated.	• Demonstrates competencies from levels 1 and 2; • 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 technical 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); and • Ensures all bases are covered and that all	• Demonstrates competencies from levels 1 to 3; • Is pro-active in dealing with all asset management situations and displays initiative – responding quickly to issues; • Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders; • Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness; and • Ensures all communication is coordinated and integrated - not fragmented.

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

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

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

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

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

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

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

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

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

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

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

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

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

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BUILDING INSPECTOR COMPETENCY FRAMEWORK

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

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

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2. Building Inspectorate Customer Centricity Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.	• Able to provide a service to internal / external customers; • Advises on building related issues specifically with regard to the approved building plan and the requirements of the National Building Regulations and Building Standards Act, No 103 of 1977; and • Effectively deals with complaints received by communicating whether or not the proposed or existing activity complies with the National Building Regulations and Building Standards Act, No 103 of 1977. **Assists with site inspections:** • Can assist with site inspections in terms of the National Building Regulations and Building Standards Act, No 103 of 1977 of all buildings under construction; • Able to assists with coordinating site inspections with other departments (i.e. Fire, Health, sewerage, etc. contraventions, completions and Occupancy Certificates for buildings); • Able to assists with site inspections relating to hoarding and demolition permit applications; • Assists with building plans scrutiny; and	• 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 services; • 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; • Encourage s and finds ways for different groups to give their opinions; • Encourages and helps members of the community to	• 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, backgrounds and views; • 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; and • Keeps local communities informed of progress in	• Demonstrates competencies from level 1 to 3. • Balances social and political needs with financial restrictions; and • Monitors service delivery to make sure customers' needs are met.

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

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

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

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

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

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

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

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

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

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

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COMMITTEE SERVICES COMPETENCY FRAMEWORK

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

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

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		subjects, or creating such if it does not exist; • Contribute towards setting up of language and orthography standards; • Use word processing applications to prepare minutes and notifications of meetings; and • Update committee files and records inserting attendance registers, notifications, correspondence and minutes in accordance with established referencing sequences.		
3. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.	• Batches mail and correspondence according to location to support ease in the delivery sequence; and • Keeps a time schedule to ensure that agendas and relevant documents are delivered timeously for upcoming meetings.	• 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 stationery needs are planned ahead for set meetings; • Circulate agendas, notifications and minutes to members; • Adhere to technical layout requirements of reports; and • Request notes / documentation from Council Members when necessary.	• 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; 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; and • Allocate secretarial resources in accordance with the status and complexity of meetings and submit completed schedules for approval and execution.	• 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; and • 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.

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

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

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

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

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

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

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			• Draws on diverse backgrounds, skills and knowledge of team members; • Builds team spirit and cohesion within the unit; and • Creates strong morale / team spirit.	team morale and productivity; and • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate.
3. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	• Shares knowledge and information with peers; • Understands own limitations; and • Articulates tasks and expectations and sets realistic standards.	• Demonstrates competencies from level 1; • Anticipates mistakes and freely offers assistance without being overbearing; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages 'on-the-job' training and the acquisition of new skills.	• Demonstrates competencies from level 1 and 2; • Empowers others and distributes the workload appropriately; • Encourages self-reliance and allows staff to make and learn from mistakes; and • Sets challenging tasks that stretches individuals' abilities and self-confidence.	• Demonstrates competencies from 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; and • Provides individuals with guidance on how to handle new or difficult situations.

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COMMUNICATION COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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DISASTER MANAGEMENT COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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ECONOMIC DEVELOPMENT COMPETENCY FRAMEWORK

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

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

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		• Able to advice on data and information analysis for research; • Ability to work, share knowledge and best practices on research data analysis and up to date LED industry knowledge across municipal departments and other municipalities so that all customers can be effectively advised and serviced; and • Able to deal with some levels of complexity and ambiguity.	• Is aware of internal and external development research and analysis (is networked); • Able to review data analysis, interpreting findings and provide recommendations; • Able to assess research data and determines data to be included in the databases; • Advises, performs and monitors research data and research data analysis quality control; • Able to advise on and 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; and • Able to deal with high levels of complexity and ambiguity.	
2. 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.	• Communicates with the community, customers and colleagues from diverse backgrounds, with due consideration to cross-cultural awareness;	• Demonstrates competencies from level 1; • Deals with cross-cultural misunderstandings sensitively and with full awareness of the different	• Demonstrates competencies from level 1 and 2; • Develops well defined communication strategy; • Displays thorough understanding of subject	

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	• Able to identify internal and external stakeholders relevant to projects; • Liaises with internal and external stakeholders; • Co-ordinates stakeholder engagement; and • Accurately captures details of meetings and proceedings for formal record.	backgrounds that people come from; • 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; • Works to resolve problems and provides feedback to relevant stakeholders; • 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; and • Listens well and is receptive and encourages participation and mutual understanding.	matter, of risks, stakeholder dynamics and consultation processes and methodologies; • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Able to read situations and interest positions and to respond appropriately; • Uses language and style to capture the attention of the audience; and • Ensures greater collaboration between provincial and municipal levels of government for alignment purposes.	

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3. 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 recommendations on information results, outcomes and products.	• Demonstrates an awareness of the municipal and local government processes; • Understands and internalizes the Municipality's priorities and goals; • Understands sector policies and legislation; and • Able to display in-depth knowledge of the issues impacting service delivery.	• 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; • 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; and • Display understanding of authentic objectives of addressing past imbalances and the challenges that constrain delivery against these objectives.	• 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 able to assess the implications for the Municipality; • Contributes to shaping Municipality, Provincial and National policy on social, economic and development issues; • Is able to identify and analyse bottlenecks with existing policy implementation and make recommendations of amendments to bring about improvement; • Has credibility and is able to influence decision-making and planning at a higher level; and • Able to provide input and influence national norms and standards for development data information and research.	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

KEYNOTES:

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

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ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK– ENGINEER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK – TECHNICIAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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ENGINEERING PROFESSIONALS – TECHNOLOGIST

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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ENVIRONMENTAL HEALTH: AIR QUALITY COMPETENCY FRAMEWORK

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

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

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

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

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

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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 City's procedures in order to achieve the tasks / functional results of the work.	• Contributes to planning by compiling and collating information from research, surveys and studies; • Contributes to the development of the organisation's annual work plans; and • Organises and plans on a quarterly and annual basis.	• Demonstrates competencies from level 1 plus; • 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 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; • Identifies and allocates resources; • Develops contingency plans for potential problems; and • Assists others to plan and organise their work.	• Demonstrates competencies from levels 1 and 2 plus; • 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; • 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; and • Develops scenarios on projects.	• Demonstrates competencies from levels 1 to 3 plus; • Identifies and acts on opportunities to partner with other departments in the City to achieve desired results; • Develops partnership agreements that ensures win-win outcomes for all parties; • Interprets IDP and planning initiatives into specific project requirements; and • Projects and forecasts short, medium and long term needs for the City.
Functional Competencies				
1. Strategy Development & Implementation Ability to do long-term planning and execute the expected activities.	• Implements the Air Quality Management Plan; • Facilitates development of Sustainable Energy and Climate Change Strategy; • Develops environmental monitoring strategies to mitigate or reduce air pollution; and • Adopts appropriate work methods, systems and	• Demonstrates competencies from level1, plus; • Develops the Air Quality Management Plan; • Manages the development of multidisciplinary and cross-cutting policies; • Participates in the implementation of environmental management activities;	• Demonstrates competencies from levels 1 and 2, plus; • Develops policies and strategies for air quality management; • Reviews and implements the Air Quality Management Plan and other strategies; and • Promotes reduction of greenhouse gases and ozone depleting substances.	• Demonstrates competencies from levels 1 to 3, plus; • Ensures that the unit's goals, structure, strategy and work methods all fit well together (are compatible with each other); • Takes constraints and opportunities into account when setting goals and making plans for the unit; and

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

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

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

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

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

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

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

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

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

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

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ENVIRONMENTAL HEALTH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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FACILITIES MANAGEMENT

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

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

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

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

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

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

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

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

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

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FIELD OFFICERS COMPETENCY FRAMEWORK (ANTI LAND INVASION)

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

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

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

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

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

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

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

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

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

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FINANCE – ACCOUNTANTS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS **(These are a guideline and therefore not limited to)**	• Assistant Accountant	• Accountant	• Senior Accountant	• Assistant Manager: Finance / Principal Accountant
KNOWLEDGE	• Conducts work of a financial nature according to prescribed norms and standards under the general direction of an experienced accountant; and • Basic working knowledge of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).	• Conducts work financial nature according to prescribed norms and standards under the general direction of an experienced senior accountant; and • Working knowledge and experience of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).	• 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; and • Advanced knowledge of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).	• 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; and • Extensive understanding and knowledge of the application of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).
EXPERIENCE	• 0-2 years' relevant experience required.	• 2-5 years' relevant experience required.	• 5-8 years' relevant experience required which includes 2 years of supervisory experience.	• 8 years or more relevant experience covering all aspects of the relevant financial process and the

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

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

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

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

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

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

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

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

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

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

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

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FIRE AND RESCUE COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FORENSIC SPECIALIST COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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GEOMATICS COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GEOGRAPHICAL INFORMATION SYSTEMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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HEALTH PROMOTION COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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HUMAN RESOURCES COMPTENCY FRAMEWORK

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

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

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

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

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

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

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	appropriate recommendations; • Communicates the need for change in the change process effectively and promotes changes as an opportunity rather than a threat; and • Shows empathy in dealing with individuals struggling to overcome resistance to change.	• Builds partnerships and positive working relationships with line management in the implementation of change; • Communicates change effectively and facilitates acceptance and buy-in of change initiatives, interventions and programs by all stakeholders in the municipality; • Implements the identified change interventions and priorities within the municipality and builds capacity of line managers to implement strategic change in their functional areas; and • Able to analyse change, identify the risks and resistance to change and formulate interventions to minimize their impacts on change processes.	issues that may impact on the implementation of change processes; • Understands the change processes and facilitates the development of change management frameworks, methods, implementation plans and training of change agents; • Able to equip employees and line management with the tools to respond positively to the change; and • Able to monitor the impact of change and take corrective action where necessary.	• Ensures that Change Management interventions remain effective, even in conditions of change fatigue; • Able to align change management activities with other initiatives; and • Ability to ensure that there is active involvement by leadership to Demonstrates a sense of ownership.
2. 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.	• Analyses existing information and provides information on trends; • Shows an ability to translate data into meaningful information, shows attention to detail; • Demonstrates logical consequential thinking; • Shows an ability to access basic information on the HR Information System; and • Demonstrates an awareness of how HR systems can be	• 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;	• 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;	• 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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INTEGRATED DEVELOPMENT PLANNING COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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INTERNAL AUDIT COMPETENCY FRAMEWORK

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

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

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

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4. Advocacy / Negotiation The ability to develop and present Internal Audit interests in appropriate forums, presenting and negotiating the best possible outcomes.	• Understanding basic methods of resolving basic queries received from the client and address minor problems that might occur; and • Advocates complex positions, conclusions and recommendations to supervisors.	• Demonstrates competencies from level 1; • Displays an understanding of fundamental advocacy and negotiation principles; • Applies advocacy and negotiation principles toward achieving client objectives; and • Considers the interest of Internal Audit in persuading team members to focus on the successful completion of an audit.	• Demonstrates competencies from level 1 and 2; • Ascertains the goals and objectives of clients; • Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position; • Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and • Displays creativity in reaching solutions that accomplish client objectives.	• Demonstrates competencies from level 1 to 3; • Demonstrates a range of advocacy / negotiating skills and strategies; and • Applies these skills and strategies to obtain optimal results for clients.
5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.	• 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 in performing of engagements with proficiency, professional competence and due care; • Portrays behaviour of honesty and integrity and ensures confidentiality; • Participate in continuous professional development; and • Understands and actively ensures compliance to the	• Demonstrates competencies from level 1; • Identifies and evaluates risks involved in alternative courses of action; and • Recommends appropriate course of action to senior auditors / management.	• 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 and risks; and • Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.	• 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; • Monitors and takes corrective actions / report where applicable; • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks; and • Invests in continuous professional development.

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

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

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		• Clear coaching notes raised on all project files and electronic working papers within the requested timeframes; • Ensures that audit work and evidence are properly documented within the IA Audit Management System as per the IA methodologies, to substantiate the contents of the audit report; • Ensures that, where necessary, proper benchmarking of process, control and governance activities is performed; • Obtains comments from the client related to the client satisfaction questionnaire; and • Provides accurate and regular feedback to project leader and project manager on audit activities of the assigned projects.	• Ensures that audit work performed receives positive satisfaction ratings from clients, Audit Committee and reliance by the Auditor General; and • Provides accurate and regular feedback to team members and project manager on audit activities of the assigned projects.	
2. 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.	• 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;	• 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;	• 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;	• Demonstrates competencies from level 1 to 3; • Reviews the appropriateness of root cause, criteria and effect for each exception raised; • Ensures that recommendations are practical and address root causes; and • Identifies control procedures to ensure key risks are controlled and monitored.

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	• 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 referencing to the audit supporting documentation; • 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; and • Records audit information on applicable audit tool in line with the prescribed methodology and Quality Assurance guidelines.	• 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; and • Reflects conduct as stipulated in the Audit Charter and IIA Code of Ethics.	• 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 are adequately supported with reliable evidence; and • Ensures all exceptions were identified and raised based on testing performed.	
3. Information Management The gathering and analysis of data and the management thereof	• Obtains / extracts data into specific applications, computerised or manual in line with audit scope and	• Demonstrates competencies from level 1; • Able to conduct analysis of data by accessing and	• Demonstrates competencies from level 1 and 2; and • Able to draw conclusions per the IA methodology.	• Demonstrates competencies from level 1 to 3;

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

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

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

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

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

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

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INVESTIGATORS (OMBUDSMAN) COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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INFORMATION TECHNOLOGY COMPETENCY FRAMEWORK

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

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QUALIFICATION	• Relevant professional ICT qualification	• Relevant professional ICT qualification	• Relevant professional ICT qualification	• Relevant professional ICT qualification
COMPETENCIES				
COMPETENCY LEVELS	**1**	**2**	**3**	**4**
CORE PROFESSIONAL COMPETENCIES				
1. Business Communication Demonstrates the ability to involve customers in scoping and implementing solutions to ensure successful outcomes.	• Supports internal and external communications process for business change management programmes and projects.	• Demonstrates competencies from level 1; • Works with business customers to design and issue communications explaining benefits and impacts of business change; • Able to assess the suitability and use of a variety of media to deliver communications effectively; and • Monitors reception of communications, records feedback and documents and reports lessons learned.	• Demonstrates competencies from levels1 and 2; • Designs communications to inform key stakeholders in business change processes; • Develops planned timetable of communications for whole life cycle of change programme/project from design to delivery; • Works with change managers and business owners to identify options for appropriate messages and suitable delivery mechanisms; • Advises on suitability of content and ensures organisation's communications standards are maintained; and • Designs and implements feedback processes and ensures that feedback is acted upon.	• Demonstrates competencies from level 1 to 3; • Leads the identification of communication opportunities and the design and management of influencing and communication strategies; and • Develops communications policy for roll-out of IT systems, hardware and software.
2. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the	• Understands how the Information System and Technology Department functions;	• Demonstrates competencies from level 1; • Understands and internalizes the municipality's priorities and goals;	• Demonstrates competencies from level 1 and 2; • Contributes to shaping the municipality's specific goals and priorities;	• Demonstrates competencies from level 1 to 3; • Contributes to shaping the municipality's and

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

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

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

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

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FUNCTIONAL COMPETENCIES				
1. Information Strategy Ability to develop strategies for the management and storage of electronic content	• Able to interpret the information strategy; and • Able to interpret and execute an implementation action plan.	• Demonstrates competencies from level 1; • Able to analyse information structure (including logical analysis of data and meta-data); • Takes overall responsibility for compliance with regulations, standards and codes of good practice relating to information and documentation, records management, information assurance and data protection; and • Able to interpret and execute an implementation action plan.	• Demonstrates competencies from levels1 and 2; • Takes overall responsibility for management of information, as a fundamental business resource, to ensure that the information needs of the organisation are met; and • Able to draft an implementation action plan.	• Demonstrates competencies from levels 1 to 3; • Sets policies for the sourcing and maintenance of data content; • Develops and promotes the strategy and policies covering the design of information structures and taxonomies; and • Ensures that an implementation action plan is reviewed and aligned to the business strategy and approved
2. Advice and Guidance Ability to provide advice and guidance on specific aspects of IT.	• Provides advice and assistance on basic areas associated with the effective use of information systems and their environment.	• Demonstrates competencies from level 1; and • Provides advice and assistance in any area associated with the planning, procurement, provision, delivery, management, maintenance or effective use of information systems and their environment.	• Demonstrates competencies from levels 1 and 2; and • Manages and provides expert advice on a specified technical specialism such as a specific technology, technique, method, product or application area.	• Demonstrates competencies from level 1 to 3; and • Provides leadership on all aspects associated with ICT.
3. Business and IS&T Planning Develops plans around security, information assurance and the innovative implementation of strategic information systems.	• Ensures compliance of information systems through information security.	• Demonstrates competencies from level 1; • Ensures protection of systems and information in storage, processing or transit (assurance of information); and • Able to complete research for the advancement of knowledge in one or more fields of information	• Demonstrates competencies from levels 1 and 2; and • Able to, and capable of, recognising and exploiting business opportunities provided by IT through innovation.	• Demonstrates competencies from level 1 to 3; • Leads the strategic application of information systems through the development or review of IT strategy to support business goals and the

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		technology by innovation, experimentation, evaluation and dissemination, carried out in pursuit of a predetermined set of research goals.		development of plans to drive and manage that strategy; and • Plans and implements organization-wide processes and procedures for the management of operational risk.
4. Technical Strategy and Planning Demonstrates an ability to develop technical strategy for the organisation and to plan the rollout of appropriate systems.	• Ensures that information systems take account of relevant architectures, strategies, policies, standards and practices; • Ensures that existing and planned systems and IT infrastructure remain compatible; and • Provides assistance on all technical aspects of the development or modification of information systems.	• Demonstrates competencies from level 1; • Able to complete enterprise and systems architecture – specification of systems architectures, identifying the components needed to meet the present and future requirements of the business and interrelationships between these components; and • Provides direction and guidance on all technical aspects of the development or modification of information systems.	• Demonstrates competencies from levels1 and 2; • Able to complete emerging technology monitoring – identification of new and emerging hardware, software and communication technologies, products, methods and techniques; and • Assesses the potential value to the organisation of the above.	• Demonstrates competencies from level 1 to 3; • Able to complete business continuity management – provision of service continuity planning and support; • Able to manage software development process improvement – provision of advice, assistance and leadership in improving the quality of software development; • Facilitates improvements by changing approach and working practices; • Able to complete network planning – creation and maintenance of overall network plans encompassing the communication of data,

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				voice, text and image in support of the municipality's business strategy; and • Able to manage methods and tools – ensuring that appropriate methods and tools for the planning, development, operation, management and maintenance of systems are adopted and used effectively throughout the organization.
5. Business Change Management Demonstrates sensitivity to change management issues and develops strategies to ensure successful IT implementations.	• Able to complete business process improvement – identification of new and alternative approaches to performing business activities; and • Able to analyse business processes including recognition of the potential for automation of the processes, assessment of the costs and potential benefits of new approaches considered.	• Demonstrates competencies from level 1; • Manage change and assistance with implementation; and • Able to complete business analysis – methodical investigation, analysis, review and documentation of all or part of a business in terms of business functions and processes, the information used and the data on which the information is based.	• Demonstrates competencies from levels1 and 2; • Defines requirements for improving any aspect of the processes and systems; • Identifies and quantifies potential business benefits; and • Creates viable specifications and acceptance criteria in preparation for the construction of information and communication systems.	• Demonstrates competencies from level 1 to 3; • Able to complete business process testing – planning, design, management, execution and reporting of business process tests and usability evaluations; • Able to apply evaluation skills to the assessment of the ergonomics, usability and fitness of purpose of defined processes; and • Able to manage change and implementation planning by defining and managing the process

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				of deploying and integrating IT capabilities into the business fully compatible with business operations.
6. Data Conversion Demonstrates technical expertise in structured and unstructured data storage	• Establishes data design requirements which meet defined organisational and system requirements; • Transforms data models into approved physical design; • Tests conversion process, records and reports results, records and applies corrections; and • Implements and monitors approved data conversion processes, records and reports results,	• Demonstrates competencies from level 1; • Designs data conversion that ensures data completeness, accuracy, currency and security during and after conversion; • Selects data conversion approach and designs detailed conversion method; • Designs output reports for communication to stakeholders; • Uses knowledge of business requirements and works with stakeholders to select and/or create test data; • Designs and implements test processes, reviews and records results; and • Ensures completeness and accuracy of data conversion.	• Demonstrates competencies from levels1 and 2; • Manages design and conversion of data for use with new storage media, information management systems and operating systems; and • Analyses and can explain the effects of data conversion on business processes.	• Demonstrates competencies from level 1 to 3; • Advises business managers on the need for new and/or adjusted processes required post-conversion; • Manages testing processes to ensure data completeness, accuracy, currency and security during and after conversion; and • Communicates test and final implementation results to stakeholders and obtains business approval for results.
7. Operations The ability to implement differing levels of operational services, plans and strategies to ensure that IT infrastructure and applications are functional.	• Ensures the overall control and management of services and their availability to ensure that all services meet agreed availability targets • Ensures data protection – the development and implementation of policies, procedures, practices and training to comply with the	• Demonstrates competencies from level 1; • Investigates and resolves problems users are experiencing with hardware or software; • Provides advice or training to users about the application systems' functionality, correct operation or constraints;	• Demonstrates competencies from levels 1 and 2; • Manages the operations of the IT infrastructure and the resources required • Able to manage network control and operation – day-to-day support, operation and control of all equipment within an IT network infrastructure; and	• Demonstrates competencies from level 1 to 3; and • Manages service levels – the planning, implementation and control of service provision.

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	requirements of legislation regarding personal information such as the Electronic Communications and Transactions Act of 2002; and • Provides application maintenance and ICT support services.	• Devises work-arounds, corrects faults and makes on-site modifications as necessary; and • Updates system documentation, manipulates data and defines enhancements, often in collaboration with the system's developers.	• Ensures the administration of databases – the installation, configuration, upgrade, administration, monitoring and maintenance of physical databases.	
8. Installation and Integration The capacity to install specific hardware and software solutions in different environments.	• Able to ensure systems integration – the incremental and logical creation and testing of components and/or sub-systems and their interfaces in order to create operational systems.	• Demonstrates competencies from level 1; • Able to complete porting/software integration – the integration of software products into existing software environments to produce new platform-specific versions of the software products; and • Able to complete systems installation/ decommissioning – the installation, testing, implementation or decommissioning and removal of cabling, wiring, equipment, hardware and/or software, following plans and instructions and in accordance with agreed standards.	• Demonstrates competencies from levels1 and 2; • Able to ensure testing of hardware and software components affected, resolving malfunctions found and recording the results; and • Reports details of hardware and software installed so that configuration management records can be updated.	• Demonstrates competencies from level 1 to 3
9. User Support The ability to interact with IT users, pre-empt problems and risks and resolve issues as they occur.	• Able to provide network support – the provision of network maintenance and support services; • Investigates and resolves problems and provides information about the systems; and	• Demonstrates competencies from level 1; • Provides advice and training to users about network functionality, correct operation or constraints; • Corrects faults and devises work-arounds and makes on-site modifications; and	• Demonstrates competencies from levels1 and 2; • Manages service desk and incidents – receipt of problem reports and the coordination of appropriate and timely responses; and • Channels requests for help to appropriate functions for	• Demonstrates competencies from level 1 to 3

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	• Monitors performance of the network and reports on status.	• Provides resolution to incidents and problems throughout the information systems lifecycle, including classification, prioritisation and initiation of action, investigation and documentation of root causes and implementation of remedies.	resolution, monitoring progress and keeping users appraised of progress	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	• Able to establish rapport and gets on with others; • Communicates effectively with all people; and • Acknowledges contributions of others.	• Demonstrates competencies from level 1; • Relates to people at all levels of the organization; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others.	• Demonstrates competencies from levels1 and 2; • Convinces others of own ideas without suppressing their views; • Acknowledge merits in others' arguments and incorporate it in proposals where it is warranted; • Negotiates skillfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships.	• Demonstrates competencies from level 1 to 3; • Able to be both direct and forthright as well as diplomatic and tactful; • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and • Aware of to how people and organisations function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	• Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates effective oral and written communication.	• Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework.	• Demonstrates competencies from levels1 and 2; • Captures complex issues clearly and concisely; • Conveys alternative view points; • Accurately reviews documents and edits documents created by others; • Organises discussions in a logical manner;	• Demonstrates competencies from level 1 to 3; • Develops communications geared for various audiences; • Able to read situations and interest positions and to respond appropriately; • Communicates sensitive or controversial information effectively;

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			• Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels.	• Communicates effectively at senior levels; • Handles sensitive one-on-one discussions effectively; and • Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	• Commits to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines.	• Demonstrates competencies from level 1; and • Professional in interaction with the public and stakeholders.	• Demonstrates competencies from levels1 and 2; • Engages effectively with the public; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial, technical and capacity constraints.	• Demonstrates competencies from level 1 to 3; and • Speaks effectively on service delivery matters to internal and external stakeholders.
PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	• Shows enthusiasm to take on new projects; • Willing to take on new challenges; and • Is a self-starter.	• Demonstrates competencies from level 1; • Drive to meet deadlines; and • Initiates contact with others.	• Demonstrates competencies from levels1 and 2; • Relentlessly pursues project objectives; • Pushes self and motivates others for results; and • Sets challenging goals.	• Demonstrates competencies from level 1 to 3; • Displays a drive to do things better; and • Successfully completes projects with time and budget allocations.
2. Resilience The ability to responds constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.	• Accepts criticism about performance in stride, while maintaining work standards; • Shows emotional resilience and handles difficult situations effectively; and	• Demonstrates competencies from level 1; • Stays calm and focussed under pressure; and • Responds constructively to adverse situations and has calming influence on others.	• Demonstrates competencies from levels1 and 2; • Plans and initiates new ways forward; • Open to new ideas and ways of doing things; and • Copes effectively with change	• Demonstrates competencies from level 1 to 3; • Looks for better ways of doing things; • Promotes change as an opportunity rather than a

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	• Continues to attempt to improve, despite setbacks or other constraints.			threat and acts as a role model in mobilising team members towards change; and • Recognises when change is necessary, develops a change implementation strategy.
3. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	• Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment.	• Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems.	• Demonstrates competencies from levels1 and 2; • Deals effectively with ambiguity and uncertainty; • Able to balance detail orientation with big picture thinking; • Looks beyond the obvious and does not stop at the first solution; and • Probes deeply and considers consequences and risks attached to actions.	• Demonstrates competencies from level 1 to 3; • Deals with high levels of complexity and clarifies issues for others; and • Comes up with creative and unique ideas; and • Considers alternatives
4. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	• Shows willingness to learn new things and acquire knowledge; • Engages in regular external activities in the process of further development; and • Seeks ongoing support for own limitations (e.g. from coach or mentor).	• Demonstrates competencies from level 1; • Understands own strengths and weaknesses and takes action to close knowledge / skills gap; • Learns from experience – does not repeat mistakes; • Remains abreast of changes in the industry; and • Promotes best practice.	• Demonstrates competencies from level 1 and 2; • Networks within the industry; and • Encourages others to learn and share from mistakes and shares experiences.	• Demonstrates competencies from level 1 to 3; • Creates a learning environment; • Is networked within the industry; and • Encourages others to learn and share from mistakes and shares experiences.

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MANAGEMENT COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.	• Makes positive impact and comes across as confident professional.	• Demonstrates competencies from level 1; and • Commands respect from peers and managers.	• Demonstrates competencies from levels1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management.	• Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	• Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others.	• Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others.	• Demonstrates competencies from levels1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals.	• Demonstrates competencies from level 1 to 3; • Builds team spirit and cohesion across function boundaries in the respective departments; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and • Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals	• Has a clear sense of his/her own and team goals.	• Demonstrates competencies from level 1; and • Sets out work for others in a well-planned and organised manner.	• Demonstrates competencies from levels1 and 2; and • Good at establishing clear direction.	• Demonstrates competencies from level 1 to 3; • Able to translate Directorate / Department goals into objectives for the unit

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				and gains commitment for these goals from his team; • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	• Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing.	• Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals' abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	• Demonstrates competencies from levels1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; • Sets challenging tasks that stretches individuals' abilities and self-confidence; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Understands requirements for professional development of staff.	• Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the organization; • Understands organisational needs and formulates and implements development plans, outlining specific performance measures; • Diagnoses performance issues and determines appropriate developmental intervention to suit the

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

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

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

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

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

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

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

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

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5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	• Shows willingness to learn new things and acquire knowledge; • Engages in regular external activities; and • Seeks ongoing support for own limitations (e.g. from coach or mentor).	• Demonstrates competencies from level 1; • Understands own strengths and weaknesses and takes action to close knowledge/skills gap; and • Learns from experience – does not repeat mistakes.	• Demonstrates competencies from level 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice.
MANAGEMENT / LEADERSHIP COMPETENCIES			
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	• Makes positive impact and comes across as confident professional.	• Demonstrates competencies from level1; and • Commands respect from peers and managers.	• Demonstrates competencies from levels 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	• Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others.	• Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others.	• Demonstrates competencies from levels 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals.

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

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

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

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

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

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

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

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

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4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	• Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment.	• Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems.	• Demonstrates competencies from level 1 and 2; • Deals effectively with ambiguity and uncertainty; • Able to balance detail orientation with big picture thinking; • Looks beyond the obvious and does not stop at the first solution; and • Probes deeply and considers consequences and risks attached to actions.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	• Shows willingness to learn new things and acquire knowledge; • Engages in regular external activities; and • Seeks ongoing support for own limitations (e.g. from coach or mentor).	• Demonstrates competencies from level 1; • Understands own strengths and weaknesses and takes action to close knowledge/skills gap; and • Learns from experience – does not repeat mistakes.	• Demonstrates competencies from level 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice.
MANAGEMENT / LEADERSHIP COMPETENCIES			
1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.	• Makes positive impact and comes across as confident professional.	• Demonstrates competencies from level1; and • Commands respect from peers and managers.	• Demonstrates competencies from levels 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	• Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others.	• Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and	• Demonstrates competencies from levels 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and

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

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LANGUAGE PRACTITIONERS COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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LEGAL ADVISOR COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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LIBRARY INFORMATION SERVICES COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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LIFE GUARDS COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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MEDICAL COMPETENCY FRAMEWORKS

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

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

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

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

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

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

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

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

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

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PHARMACEUTICAL COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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OPERATIONAL OCCUPATIONS COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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PLANNING COMPETENCY FRAMEWORK

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

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

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

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

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FUNCTIONAL COMPETENCIES				
1. Spatial Planning Spatial Planning competencies relate to an individual's ability to utilise scientific disciplines, administrative techniques and interdisciplinary coordination to facilitate balanced regional development and the physical organisation of space in support of the municipality's long term strategy and development objectives.	• Displays an understanding of plans and policies, techniques, methodologies and forms of research that inform policy and plan making; • Demonstrates an understanding of City Planning related legislation and policies; • Able to analyse and evaluate the economic, social, historic and environmental factors that shape and influence planning responses; • Displays sound research ability; • Is able to analyse and synthesize knowledge to support planning initiatives; and • Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality.	• Demonstrates competencies from level 1; • 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 social economic situation within the municipality; • Demonstrates ability and responsibility for enforcement of City Planning related legislation and policies; • 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; and	• Demonstrates competencies from levels 1 and 2; • Able to translate the vision for the municipality into appropriate land use and spatial plans; • Creates the context and policy content for planning zones and precincts (public open spaces, green belts, etc.); • 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 planning proposals on the municipality, and on municipal services plans; • 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; and • Displays in-depth understanding of Provincial and National Planning programmes and priorities and is able to translate into	• Demonstrates competencies from levels 1 to 3; • 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; and • Able to deal with high levels of complexity and ambiguity and is sought after to lead projects of regional and or national importance (urban renewal projects).

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		• Able to contribute to planning policy documents and processes at different scales (Metropolitan, District, Neigbourhood etc.) – typically Municipal Spatial Development Frameworks regional / district interpretations of the MSDF and localised precinct plans.	planning initiatives for the municipality (PGDS and other programme.	
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.	• 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; and • Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality.	• Demonstrates competencies from level 1; • 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;	• Demonstrates competencies from levels 1 and 2; • 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.);	• Demonstrates competencies from levels 1 to 3; • 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; and • 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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		• Can think creatively in developing and evaluating solutions to the municipality's urban design requirements; • Able to coordinate and integrate urban design processes with other development initiatives and programmes; • Understands the integrated nature of service delivery and the systems and procedures; • Understands and weighs up financial implications of design propositions; and • Monitors the implementation of urban design projects. Displays attention to detail in ensuring compliance with design, time and budgetary objectives.	• 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; and • 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).	
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 and enforcing these zonings.	• Conducts self in accordance with organisational values; • Undertakes roles and responsibilities in a sincere and honest manner; • Displays integrity and confidentiality in dealing with sensitive information; • 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;	• Demonstrates competencies from level 1; • Monitors land use management trends on a district level and is able to identify policy and process interventions to support achievement of the municipality's spatial development plans; • Understands the planning context and is able to apply this understanding in the evaluation of building and development applications;	• Demonstrates competencies from levels 1 and 2; • Monitors land use management trends on a city wide basis and is able to identify policy and process interventions to support achievement of the municipality's spatial development plans; • Demonstrates the ability to analyze complex issues and identify a range of practical options and solutions to address the problems or opportunities;	• Demonstrates competencies from levels 1 to 3; • Provides technical leadership to planners within the unit. Is seen to be a "thought" leader and remains abreast of the latest developments and trends in land use management practices; • Able to identify and analyse bottlenecks with existing policy implementation and make recommendation on amendments to bring about improvement; • Able to conceptualise and formulate policy within the

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	• 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 detail; and • Maintains checklists to ensure that all aspects of an application are complied with in processing 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; and • Is able to analyse and synthesize knowledge to support planning initiatives.	• 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 resolutions; • 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; and • Is objective and has understanding of the technical,	national and local government framework; • Able to develop city-wide land use management policies, operational requirements and standardised processes and systems; and • Presents and writes technical papers on recruitment, assessment and selection in the municipal environment.

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

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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.	• 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; and • Displays good oral and written communication skills.	business, business processes and the role of departments in achieving the organisation's objectives; • 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; and • Shows a strength of character maintaining performance under duress and pressure.	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 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; • Analyses 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;	• Manages projects that have a municipality wide impact and carry high risk to organisational performance; and • Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with stakeholders.

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

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

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

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

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

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

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

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

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

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

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

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PLANS EXAMINER COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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PRINTING SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS **(These are a guideline and therefore not limited to)**	• Reprographics Assistant	• Printing Press Operator • Machine Operator	• Administrative Officer: Printing • Reprographics Supervisor	• Head / Manager: Printing Services
KNOWLEDGE AND SCOPE OF WORK	• 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; and • Provide general office support.	• Activities associated with mass production of documents and Council Agendas; and • 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 pre-determined deadlines are met in support of priorities; • Exercise control on maintenance of machines; and • Works independently with regular report-backs to the Manager / Head.	• Knowledge of the administrative as well as the 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; and • Works independently within works / maintenance program and reports to the relevant Manager: Function or Director.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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PROJECT ADMINISTRATION COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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PROJECT / PROGRAMME MANAGEMENT COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROPERTY MANAGEMENT COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

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

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

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

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QUANTITY SURVEYOR COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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RECORDS MANAGEMENT COMPETENCY FRAMEWORK

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

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	• Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc.; and • Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions.	• Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc.; and • Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions.	• 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.; and • Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions.	• Manages administrative and operational staff; • Works independently and reports to the relevant GM; • Specific knowledge: • 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.; and • Knowledge of relevant standards as well as the statutory and regulatory

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

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

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

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

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

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

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

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

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

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

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SAMPLERS – SAMPLING SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS **(These are a guideline and therefore not limited to)**	• Graduate Trainee: Sampler	• Sampler: Water & Wastewater	• Senior Sampler: Water & Wastewater	• Principal Sampler: Water & Wastewater
KNOWLEDGE AND SCOPE OF WORK	• Assists in water & wastewater sampling tasks under supervision / mentorship of a senior sampler; and • May be part of a structured training program.	• Participates in various water & wastewater sampling functions. Some degree of independence but primarily works under guidance and supervision; • 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, reservoirs, urban rivers, and public baths); and • Basic understanding of water sample preservation and transportation.	• 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; • Collection of samples from various treated (distribution networks, reservoirs, urban rivers, and public baths) and untreated water (dams,	• 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; • Acquired vast knowledge and experience in sampling

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			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); and • Demonstrates good awareness of recommended water sample preservation techniques.	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; and • Competent as an environmental sampler.
EXPERIENCE	• No experience required.	• Up to 1 year relevant experience.	• 1 - 3 years relevant experience in a similar field; • Skipper's licence; and • Swimming competency.	• 3 - 5 years' experience in a similar field; • Skipper's licence; and • Swimming competency.

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

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

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

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

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

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

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

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

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SCIENTISTS COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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SOCIAL DEVELOPMENT FACILITATION COMPETENCY FRAMEWORK – DISTRICTS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS **(These are a guideline and therefore not limited to)**	• Assistant Social Development Facilitator	• Social Development Facilitator	• Senior Social Development Facilitator	
KNOWLEDGE AND SCOPE OF WORK	• Knowledge and understanding of human behaviour and social systems and legislation to assist with interventions at the points where people interact with their environments in order to promote self-empowerment; and • Understanding of social work services and how this can be utilized to protect people who are vulnerable, at risk and unable to protect themselves.	• Relevant specialist knowledge and experience in the areas of: ▪ Customer Relations; ▪ Communication; ▪ Service Integration and Coordination; ▪ Project Management Methodology; ▪ All relevant discipline specific legislation and policies; ▪ Monitoring and Evaluation methodologies; ▪ The Social Development and Early Childhood Development environment which impacts on communities; and • Knowledge of legislation such as MFMA applicable to local government as well as municipality policies, processes and procedures relating to accountability and procurement procedures.	• Relevant specialist knowledge and experience in the areas of: ▪ Customer Relations; ▪ Communication; ▪ Service Integration and Coordination; ▪ Project Management Methodology; ▪ All relevant discipline specific legislation and policies; ▪ Monitoring and Evaluation methodologies; ▪ The Social Development and Early Childhood Development environment which impacts on communities; and • Knowledge of legislation such as MFMA applicable to local government as well as municipality policies, processes and procedures relating to accountability and procurement procedures.	

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

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

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

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

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

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

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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.	• Able to demonstrate service excellence; • Demonstrates an acceptable level of responsibility and reliability; • Professional in interaction with general public and stakeholders; and • Understands and is aware of the essence of community needs and expectations and understands the processes for integrating these into the municipality's plans.	• Demonstrates competencies from level 1; • Demonstrates commitment to engaging communities in all aspects relating to service delivery; • Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation); • Establishes a collaborative relationship with the community; and • Is aware of the civic municipalities and is able to engage them in service delivery processes.	• Demonstrates competencies from level 1 and 2; • Understands and articulates community needs in sector plans; • Is able to quantify community needs and evaluate their implications for the municipality; • Manages community expectations within financial, technical and capacity constraints; and • Demonstrates eloquence on service delivery matters to stakeholders and the public.	
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.	• Able to display customer centricity; • Demonstrates reliability and commitment to timelines; • Able to establish rapport with customers; and • Able to respond to client needs timeously.	• Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction;	• Demonstrates competencies from level 1 and 2; • Understands the client's issues and seeks information about their current and future requirements;	

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

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

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

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

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

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

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SOCIAL DEVELOPMENT - SPECIAL PROJECTS COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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in a clear manner and respond appropriately to verbal and written communication of others.	• Responds to questions with accurate and complete answers; • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement; • Communicates effectively with people at all levels within the Municipality; and • Listens well and is receptive and encourages participation and mutual understanding.	• 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; and • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way.	• Able to read situations and interest positions and to respond appropriately; • Uses language and style to capture the attention of the audience; and • Develops well defined communication strategy.	• Communicates with various stakeholders without compromising the integrity of the municipality.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	• Displays commitment to service excellence; • Keeps commitments and promises in undertaking tasks and meeting deadlines; • Professional in interaction with general public and stakeholders; and • Is aware of community needs and expectations and understands the processes for integrating	• 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,	• Demonstrates competencies from level 1 and 2; • Is able to quantify community needs and evaluate their implications for the municipality; and • Manages community expectations within financial, technical and capacity constraints.	• Demonstrates competencies from level 1 to 3; • Understands and articulates community needs in sector plans; and • Speaks effectively on service delivery matters to various stakeholders.

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

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

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

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

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

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

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

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SUPERVISORS / FOREMAN COMPETENCY FRAMEWORK

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

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

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

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

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

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

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

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

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

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

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

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

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

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SUPPLY CHAIN MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS **(These are a guideline and therefore not limited to)**	• Assistant SCM Practitioner	• SCM Practitioner / Specialist	• Senior SCM Practitioner / Specialist	• Principal SCM Practitioner / Specialist
KNOWLEDGE AND SCOPE OF WORK	• Conducts work according to prescribed norms and standards under the general direction of an experienced practitioner; • Basic understanding of demand planning, procurement processes, tender processes, logistics and supplier management; and • Applicable local government legislation (e.g. MSA, MFMA, PPPFA, etc. and as amended) and relevant National Treasury and other relevant national / provincial government regulations.	• Conducts work according to prescribed norms and standards under the general direction of an experienced Senior practitioner; • Good understanding of demand planning, procurement processes, tender processes, logistics and supplier management; • Applicable local government legislation (e.g. MSA, MFMA, PPPFA, etc. and as amended) and relevant National Treasury and other relevant national / provincial government regulations; and • SCM policy and supporting guidelines.	• Under general direction, independently performs more complex work in an SCM environment. May supervise junior staff; • Conducts work according to prescribed norms and standards under the general direction of an experienced principal practitioner or Head; • 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;	• Provides expert SCM advice and guidance and support SCM strategy; • Responsible for managing information according to prescribed norms and standards; • May supervise and manage a team responsible for the SCM information / knowledge hub; • 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; • Support SCM management in ensuring AG findings are

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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		• Balances customer needs with community and municipal needs.	• 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 municipality; • Promotes the interests of the municipality to outsiders; • Gathers different versions of events (violence, unsafe acts, illegal activities) to build up a picture of a situation; • Carries out research to identify relevant facts that are not immediately available re. the events; • Identifies inconsistencies in information; • Checks and verifies information to make sure it is correct; • Takes account of all information however small it is; • Analyses information carefully to make sure it has not been misunderstood; • Makes sure that decisions are made using as much reliable information as possible;	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; and • Monitors service delivery to make sure customers' needs are met.

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

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

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

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

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

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

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

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

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

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

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VALUER COMPETENCY FRAMEWORK FOR MUNICIPAL RATING PURPOSE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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.**	• NA	• Shares knowledge and information with peers and subordinates.	• Demonstrates competencies from level 2; • Articulates tasks and expectations and sets realistic standards; • Anticipates mistakes and freely offers assistance without being overbearing; • 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; • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; • Sets challenging tasks that stretch individuals' abilities and self-confidence; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Understands requirements for professional development of staff.	• Demonstrates competencies from levels 2 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; and • Understands municipal needs and formulates and implements development plans, outlining specific performance measures.

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

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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 information that will assist municipalities to expedite recruitment and selection processes.
4. All information received shall be treated with strict confidentiality and shall 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 staff members 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?		
			Do you have a valid work Permit?	Yes	No
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

Name of the School	Highest Grade	Year Obtained

Highest tertiary qualification obtained

Name of Institution	Name of a qualification	NQF level	Year Obtained

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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/ Employer				
Type of a Misconduct/ Transgression				
Date of Resignation/ Disciplinary case finalised/Dismissal				
Award/ sanction				
Have you been accused of an alleged misconduct and 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

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 of 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 commit to 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 prior or after the interviews.

SIGNED at _____ on this _____ of _____20__.

_____
SIGNATURE OF PANEL MEMBER

_____
SIGNATURE OF CHAIRPERSON

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ANNEXURE D
PERFORMANCE ASSESMENT RATING CALCULATOR

Staff member								
Municipality:								
Mid-year / Annual Performance Assessment								
Assessment Rating Calculator								
Name:								
Cycle:								
KRA	**Weight**	**Rating**	**Score**		**CMC**	**Weight**	**Rating**	**Score**
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			
7					7			
	100%		100			100%		100
KPA weight			80%		CCR weight			20%
KPA SCORE			**80%**		**CCR SCORE**			**20%**
FINAL SCORE								**100%**

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ANNEXURE E

CATEGORIES OF MISCONDUCT AND TIME PERIODS THAT MUST EXPIRE BERORE A PERSON MAY BE RE-EMPLOYED IN A 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.	Misconduct involving elements of dishonesty or negligence.	5
3.	*(a)* Assault with intent to do grievous bodily harm where a staff member has been criminally charged and convicted.	5
	(b) Sexual harassment	5
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)* Used the position as a staff member or confidential information for private gain or to improperly benefit another person.	5
	(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.	
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 performance of his or her duties, or judgment.	5
10.	Discrimination against others on the basis of race, gender, disability, sexual orientation or others grounds prohibited by the Constitution.	5

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Column A **ITEM**	Column B **CATEGORY OF MISCONDUCT**	Column C **PERIOD (YEARS)**
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

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ANNEXURE F

CATEGORY A

Executive Mayor	**Mayor**	**Deputy Executive Mayor/ Deputy Mayor**	**Speaker**	**Chief Whip / Whip**	**Councillor Support**	
					Member of Executive Council/ Mayoral Committee/Chairperson of a sub-council	**Party Offices**
Chief of Staff Administrative Secretary/Assistant Administrative Secretary Private Secretary/Assistant Private Secretary Special Advisor Community Liaison Officer Receptionist Driver	Heat of the Office Administrative Secretary Private Secretary Special Advisor Community Liaison Officer Receptionist Driver	Head of the Office Administrative Secretary Private Secretary Driver	Head of the Office of the Speaker Administrative Secretary Public Participation and Outreach Coordinator Public Officer: Petitions and Hearings Ward Coordinator Coordinator: Community Development Workers Senior / Administrative Officer Receptionist Driver	Support Officer Secretary	Manager: Councillor Support	
					Executive Support Officer per POB Secretary per POB	Executive Support Officer per POB Researcher per POB Secretary per POB
	Possible Shared Resources: 1. Researcher and Speech Writer 2. Committee Support (Administration)					

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CATEGORY B

Executive Mayor	**Mayor**	**Deputy Executive Mayor/ Deputy Mayor**	**Speaker**	**Chief Whip / Whip**	**Councillor Support**	
					Member of Executive Council/ Mayoral Committee/Chairperson of a sub-council	**Party Offices**
Chief of Staff Administrative Secretary Private Secretary Special Advisor Community Liaison Officer Receptionist Driver	Heat of the Office Administrative Secretary Private Secretary Special Advisor Community Liaison Officer Receptionist Driver	Head of the Office Administrative Secretary Private Secretary Driver	Head of the Office of the Speaker Administrative Secretary Public Participation and Outreach Coordinator Public Officer: Petitions and Hearings Ward Coordinator Coordinator: Community Development Workers Senior / Administrative Officer Receptionist Driver	Support Officer Secretary	Manager: Councillor Support	
					Executive Support Officer per POB Secretary per POB	Executive Support Officer per POB Researcher per POB Secretary per POB
	Possible Shared Resources: 1. Researcher and Speech Writer 2. Committee Support (Administration)					

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CATEGORY C

Executive Mayor	**Mayor**	**Deputy Executive Mayor/ Deputy Mayor**	**Speaker**	**Chief Whip / Whip**	**Councillor Support**	
					Member of Executive Council/ Mayoral Committee/Chairperson of a sub-council	**Party Offices**
Chief of Staff Administrative Secretary Private Secretary Special Advisor Community Liaison Officer Receptionist Driver	Heat of the Office Administrative Secretary Private Secretary Special Advisor Community Liaison Officer Receptionist Driver	Head of the Office Administrative Secretary Private Secretary Driver	Head of the Office of the Speaker Administrative Secretary Public Participation and Outreach Coordinator Public Officer: Petitions and Hearings Ward Coordinator Coordinator: Community Development Workers Senior / Administrative Officer Receptionist Driver	Support Officer Secretary	Manager: Councillor Support	
					Executive Support Officer per POB Secretary per POB	Executive Support Officer per POB Researcher per POB Secretary per POB
	Possible Shared Resources: 1. Researcher and Speech Writer 2. Committee Support (Administration)					

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DEPARTEMENT VAN SAMEWERKENDE REGERING EN TRADISIONELE SAKE

NO. 890 **20 September 2021**

WET OP PLAASLIKE REGERING: MUNISIPALE STELSELS, 2000 (WET NO. 32 VAN 2000)

PLAASLIKE REGERING: MUNISIPALE PERSONEELREGULASIES

Ek, **Nkosazana Clarice Dlamini Zuma**, Minister van Samewerkende Regering en Tradisionele Sake, maak hierby, ingevolge artikel 72, saamgelees met artikel 120, van die Wet op Plaaslike Regering: Munisipale Stelsels, 2000 (Wet No. 32 van 2000), die Regulasies in die Bylae.

DR NKOSAZANA CLARICE DLAMINI ZUMA, LP
MINISTER VAN SAMEWERKENDE REGERING EN TRADISIONELE SAKE

BYLAE

INDELING VAN REGULASIES

HOOFSTUK 1

UITLEG EN TOEPASSING

1. Woordomskrywing
2. Omvang van toepassing
3. Riglyne

HOOFSTUK 2

PERSONEELDIENSSTAAT, WERKBESKRYWING EN WERKEVALUERING

4. Beplanning van mensehulpbronne
5. Bepaling van personeeldiensstaat
6. Prosedure vir bepaling van personeeldiensstaat
7. Posbeskrywing
8. Instelling van standaarde vir posbeskrywings
9. Posevaluering

HOOFSTUK 3

WERWING, KEURING EN AANSTELLING VAN PERSONEEL

10. Beginsels
11. Bepaling van werwingsbehoeftes
12. Algemene vereistes vir aanstelling van personeel
13. Bevoegdheidsvereistes vir personeel
14. Advertering van vakante pos

15. Aansoek om vakante pos
16. Keuringspaneel
17. Kortlys van aansoekers
18. Onderhoude
19. Referente en stawing van persoonlike getuigskrifte
20. Aanstelling
21. Aanstelling van steunpersoneel in kantore van politieke ampsbekleërs
22. Herindiensneming van afgedankte personeel
23. Proeftydperk
24. Bevordering
25. Oorplasing van personeel
26. Sekondering van personeel na ’n ander munisipaliteit
27. Sekondering van ander staatsamptenare na munisipaliteit
28. Waarnemende aanstelling
29. Aanstelling van permanente personeel
30. Aanstelling van personeel volgens ’n vastetermynkontrak

HOOFSTUK 4

PRESTASIEBESTUUR- EN -ONTWIKKELINGSTELSEL

31. Instelling van stelsel vir prestasiebestuur en -ontwikkeling
32. Aansoek
33. Bepaling van stelsel vir prestasiebestuur en -ontwikkeling
34. Stelsel vir prestasiebestuur en -ontwikkeling
35. Prestasie-ooreenkoms
36. Stelsel vir spangebaseerde prestasiebestuur en -ontwikkeling
37. Prestasiemonitering en -oorsig
38. Prestasie-evaluasie
39. Prestasiemoderering
40. Prestasiebelonings
41. Geskille oor prestasie-ooreenkomste en -evaluering
42. Bestuur van substandaardprestasie

43. Prestasiebestuur van personeellede wat in poste waarneem

HOOFSTUK 5

VAARDIGHEIDSONTWIKKELING

DEEL A

OOGMERKE

44. Oogmerke

DEEL B

BEPLANNING VAN VAARDIGHEIDSONTWIKKELING

45. Ooreenstemming met strategiesebeplanning-siklusse
46. Bepaling van vaardigheidsbehoeftes
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48. Oudit van personeelvaardighede
49. Evaluering ter erkenning van vorige leer
50. Persoonlike ontwikkelingsplanne
51. Werkplekvaardigheidsplan
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DEEL C

IMPLEMENTERING VAN VAARDIGHEIDSONTWIKKELING

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DEEL D

OORSIG VAN VAARDIGHEIDSONTWIKKELING

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BETALING VIR VAARDIGHEIDSONTWIKKELINGSPROGRAMME

56. Betalingsvoorwaardes

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GESKILBESLEGTIGING

57. Griewe

HOOFSTUK 7
DISSIPLINÊRE KODE EN PROSSEDURE

58. Dissipline

HOOFSTUK 8
VERGOEDINGSVERWANTE AANGELEENTHEDE

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HOOFSTUK 9

ALGEMEEN

60. Delegasies
61. Teenstrydighede tussen verskillende tekste
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65. Kort titel en inwerkingtreding

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AANHANGSEL B

AANSOEKVORM VIR INDIENSNEMING

AANHANGSEL C

VERTROULIKHEIDSVERKLARING DEUR LID VAN KEURINGSPANEEL

AANHANGSEL D

PRESTASIEMETINGSBEREKENAAR VIR PRESTASIE-EVALUERING

AANHANGSEL E

KATEGORIEË VAN OORTREDING VIR PERSONE WAT WEENS OORTREDING AFGEDANK IS

AANHANGSEL F

GETAL ONDERSTEUNINGSPERSONEELLEDE IN DIE KANTOOR VAN OPENBARE AMPSDRAERS

HOOFSTUK 1

UITLEG EN TOEPASSING

Woordomskrywing

1. In hierdie Regulasie het enige woord of uitdrukking waaraan die Wet ’n betekenis heg, dieselfde betekenis as wat in die Wet daaraan geheg word en, tensy dit uit die samehang anders blyk, beteken—

"bedingingsraad" die bedingingsraad wat vir munisipaliteite ingestel is soos beoog in artikel 71 van die Wet;

"bevoegdheid" die vaardighede, kennis, ondervinding en kwalifikasies wat nodig is om ’n werk doeltreffend te verrig;

"burgemeester" die burgemeester of die uitvoerende burgemeester van ’n munisipaliteit soos verkies ingevolge die Wet op Munisipale Strukture;

"die Wet" die Wet op Munisipale Stelsels, 2000 (Wet No. 32 van 2000);

"DLBIP" die Dienslewerings- en Begrotingsimplementeringsplan soos omskryf in die Wet op Munisipale Finansiële Bestuur;

"finansiële jaar" die finansiële jaar van ’n munisipaliteit soos voorgeskryf ingevolge die Wet op Munisipale Finansiële Bestuur;

"finansiële wangedrag" enige wanaanwending, wanbestuur, vermorsing of diefstal van fondse van ’n munisipaliteit of munisipale entiteit en sluit ook enige vorm van finansiële wangedrag in wat spesifiek uiteengesit word in artikel 171 en 172 van die Wet op Munisipale Finansiële Bestuur;

"gestruktureerde leerprogram" ’n kort of lang krediet- of niekredietopleidingsprogram, met inbegrip van ’n leerlingskap, vakleerlingskap of ’n program op tersiêre vlak op voorgraadse of nagraadse vlak;

"grief" enige ontevredenheid, vermeend of andersins, van ’n personeellid wat ontstaan uit faktore wat ’n personeellid se werk, werksomgewing of die munisipaliteit se indiensnemingspraktyke insluit;

"Grondwet" die Grondwet van die Republiek van Suid-Afrika, 1996;

"kerfverhoging" die salariskerf tussen ’n personeellid se huidige salaris en die salaris by die volgende kerf op die salarisskaal op dieselfde posvlak;

"LGSETA" die Plaaslike Regering: Sektorale Onderwys- en Opleidingsowerheid ingestel ingevolge artikel 9 van die “Skills Development Act, 1998” (Wet No. 97 van 1998);

"moderering" die proses om gedurende die prestasiesiklus die prestasiemetings van personeellede in ooreenstemming te bring met die prestasie van die departement en, waar nodig, die munisipaliteit;

"personeel of personeellid" by die toepassing van hierdie regulasies ’n werknemer van ’n munisipaliteit, maar nie ook senior bestuurders nie;

"personeeldiensstaat" die goedgekeurde betrekkings en getal poste wat geskep is vir die normale en gewone vereistes van ’n munisipaliteit, ook die organisatoriese struktuur of organogram genoem;

"portefeulje van bewys" die dokumentêre bewys oor vordering wat ’n personeellid gemaak het om daardie personeellid se SPG’s te bereik;

"pos" ’n posisie waarin ’n persoon aangestel is op die goedgekeurde personeeldiensstaat waarvoor finansiële voorsiening bestaan;

"posevaluering" die stelselmatige proses om die posinhoud te evalueer en poste te gradeer volgens ’n konsekwente stel poseienskappe om ’n hiërargie van poswaarde te skep wat bepaal en illustreer waar elke pos in die munisipaliteit pas met betrekking tot ander poste in die munisipaliteit;

"prestasie-ooreenkoms" ’n skriftelike ooreenkoms wat jaarliks aangegaan word tussen ’n munisipaliteit en ’n personeellid wat die ooreengekome SPG’s en SPA’s in ’n prestasiesiklus uiteensit;

"prestasiesiklus" die tydperk wat jaarliks op 1 Julie begin en op 30 Junie van die volgende jaar eindig waarvoor prestasie beplan, bestuur en geëvalueer word;

"salarisskaal" beteken die minimum en maksimum salaris wat vir die posvlak betaal kan word;

"senior bestuurder" ’n munisipale bestuurder of waarnemende munisipale bestuurder, aangestel ingevolge artikel 54A van die Wet en ’n bestuurder of ’n waarnemende bestuurder wat direk aanspreeklik is teenoor ’n munisipale bestuurder wat ingevolge artikel 56 van die Wet aangestel is;

"SPA’s" sleutelprestasie-aanwysers;

"SPG’s" sleutelprestasiegebiede;

"toesighouer" ’n personeellid se lynbestuurder;

"vaardigheidsoudit" die proses om vas te stel of ’n personeellid die nodige agtergrond, vaardighede, kennis en bevoegdhede het om doeltreffend in ’n spesifieke pos op te tree;

"vakbonde" die vakbonde wat erken word in die bedingingsraad wat nasionaal vir munisipaliteite ingestel is;

"werk" die basiese pligte, funksies, take, bevoegdheidsvereistes en verantwoordelikhede waarvolgens een of meer poste van dieselfde graad ingestel word;

"werkdae" dae waarop ’n personeellid gewoonlik werk;

"Wet op Arbeidsverhoudinge" die Wet op Arbeidsverhoudinge, 1995 (Wet No. 66 van 1995);

"Wet op Basiese Diensvoorwaardes" die Wet op Basiese Diensvoorwaardes, 1997 (Wet No. 75 van 1997);

"Wet op die Nasionale Argief en Rekordsdiens van Suid-Afrika" die Wet op die Nasionale Argief en Rekordsdiens van Suid-Afrika, 1996 (Wet No. 43 van 1996);

?"Wet op Diensbillikheid" beteken die "Employment Equity Act, 1998" (Wet No. 55 van 1998);

?"Wet op Munisipale Finansiële Bestuur" die Wet op Plaaslike Regering: Munisipale Finansiële Bestuur, 2003 (Wet No. 56 van 2003);

"Wet op Munisipale Strukture" die Wet op Plaaslike Regering: Munisipale Strukture, 1998 (Wet No. 117 van 1998).

Omvang van toepassing

2. (1) Hierdie Regulasies is van toepassing op—

(a) alle munisipaliteite soos omskryf in artikel 2 van die Wet; en

(b) alle personeellede van ’n munisipaliteit.

(2) Hierdie Regulasies moet gelees word saam met die Plaaslike Regering: Regulasies oor Minimum Bevoegdheidsvlakke, 2007, Goewermentskennisgewing Nr. 493, soos gepubliseer in *Staatskoerant* No. 29967.

(3) Tensy anders aangedui in hierdie Regulasies, is hierdie Regulasies nie van toepassing nie op—

(*a)* alle senior bestuurders; en

(*b*) persone wat deelneem aan die nasionale openbarewerkeprogram of ’n soortgelyke skema.

(4) Die Minister kan, by kennisgewing in die *Staatskoerant*, die toepassing van hierdie Regulasies uitbrei na ’n munisipale entiteit.

Riglyne

3. Hierdie Regulasies moet gelees word saam met die Riglyne wat ingevolge artikel 72, saamgelees met artikel 120 van die Wet, deur die Minister gepubliseer is.

HOOFSTUK 2

PERSONEELDIENSSTAAT, POSBESKRYWING EN POSEVALUERING

Beplanning van mensehulpbronne

4. (1) Hierdie hoofstuk is van toepassing op alle munisipale personeel, insluitende senior bestuurders.

(2) ’n Munisipale raad moet—

(a) die personeeldiensstaat van die munisipaliteit bepaal, wat tot grondslag sal dien van elke departement se strategiese werksmag en mensehulpbronbeplanning. Die mensehulpbronbeplanning sal, in die beplanningsproses vir personeelverskaffing, ras, geslag, gestremdheid en beroepsvlak en -graad in ag neem met verwysing na hul bevoegdhede, opleidingsbehoeftes en vermoëns;

(b) die personeeldiensstaat bepaal wat benodig word om sy funksies te verrig, wat die beplanning van personeelvraag sal lei, met spesifieke verwysing na—

(i) die getal personeellede wat nodig is;

(ii) die minimum bevoegdhede wat die personeellede moet hê;

(iii) die poste en posvlakke waarin elk van die personeellede aangestel sal word; en

(c) vir die werwing, behoud en ontwikkeling van personeellede beplan volgens die munisipaliteit se vereistes binne die beskikbare, begrote fondse, insluitende fondse vir die oorblywende tydperk van die toepaslike mediumtermyn- inkomste-en-uitgaweraamwerk.

(3) Die plan waarna in subregulasie (1)*(c)* verwys word, moet—

(a) benewens personeeldiensstate, in ooreenstemming wees met die munisipaliteit se geïntegreerde ontwikkelingsplan, begroting, diensbillikheidsplan, vaardigheidsontwikkelingstrategie en werkplekvaardigheidsplan, soos beoog in Hoofstuk 5 van hierdie Regulasies;

(b) realistiese doelwitte en meetbare mikpunte stel om verteenwoordigendheid te bereik, met inagneming van subregulasie (4);

(c) mikpunte insluit vir die opleiding van personeellede per bedryfskategorie en van spesifieke personeellede, met spesifieke planne om in die opleidingsbehoeftes van histories benadeelde persone te voorsien; en

(d) meganismes en prosedures verskaf om personeellede wat geraak word deur die skrapping van onnodige poste ingevolge die Wet op Arbeidsverhoudinge te hanteer.

(4) ’n Munisipaliteit moet, in oorleg met die partye wat in artikel 16 van die Wet op Diensbillikheid geïdentifiseer word, ’n program vir regstellende aksie ontwikkel en implementeer, wat ten minste die volgende moet bevat:

(a) ’n Beleidsverklaring wat die munisipaliteit se verbintenis tot regstellende aksie uiteensit en hoe daardie beleid geïmplementeer sal word;

(b) numeriese en tydsgebonde mikpunte om verteenwoordigendheid te bereik;

(c) jaarlikse statistiek oor die aanstelling, opleiding en bevordering in elke graad van elke bedryfskategorie van histories benadeelde persone; en

(d) ’n plan om numeriese onderverteenwoordiging te herstel en die bevordering van histories benadeelde persone te steun.

(5) ’n Munisipaliteit moet die mensehulpbronplan en die program vir regstellende aksie bekend maak aan personeellede in die munisipaliteit op ’n manier wat vir alle personeellede toeganklik is.

Bepaling van personeeldiensstaat

5. (1) ’n Munisipaliteit kan, in sy administratiewe en finansiële hoedanigheid—

(a) afsonderlike departemente instel vir—

(i) die ontwikkeling van stadsbeplanningsfunksies;

(ii) die verskaffing van munisipale openbare werke en basiese dienste aan gemeenskappe;

(iii) die verskaffing van gemeenskapsdienste;

(iv) die finansiële bestuur van die munisipaliteit; en

(v) voorsiening van korporatiewe steundienste;

(b) kapasiteit te verskaf om om die volgende te steun:

(i) die ampte van openbare ampsbekleërs; en

(ii) die amp van die munisipale bestuurder.

(2) Die organisasie-ontwerpmetriek met die vier kerndimensies van die organisasie-ontwerp soos uiteengesit in die tabel hier onder moet deur ’n munisipaliteit toegepas word wanneer dit die personeeldiensstaat bepaal.

Dimensie	**Kategorie A**	**Kategorie B**	**Kategorie C**
Struktuurlae	• Ses tot sewe (6 – 7) lae	• Vyf tot sewe (5 – 7) lae	• Vyf tot ses (5 – 6) lae
Struktuurvorm	• Strategies: 0,2 – 1% • Bestuur/Spesialis: 1 – 20% • Bedryf: 80 – 90%	• Strategies: 1% • Bestuur/Spesialis: 1% – 15% • Bedryf: 85% – 95%	• Strategies: 1% • Bestuur: 5% – 15% • Spesialis: 30% – 55% • Bedryf:

Dimensie	Kategorie A	Kategorie B	Kategorie C
			15% – 30%
Omvang van beheer	• Munisipale bestuurder: 7 – 8 • Direkteure: 6 – 7 • Afdelingsbestuurders: 5 – 6 • Bestuurders: 5 – 6 • Toesighouers: 9 – 15	• Munisipale bestuurder: 6 – 8 • Direkteure: 5 – 7 • Afdelingsbestuur-ders: 5 – 6 • Bestuurders: 5 – 6 • Toesighouers: 9 – 15	• Munisipale bestuurder: 6 – 8 • Direkteure: 5 – 6 • Afdelingsbestuur-ders: 4 – 5 • Bestuurders: 4 – 5 • Toesighouers: 9 – 12
Kern om werknemers-verhouding te steun	• Kern om werknemersverhouding van 70:30 te steun. • Die verhouding is gegrond op die werklike personeeltal en nie die getal rolle nie.		

(3) Die getal poste soos uiteengesit in Aanhangsel F kan op die goedgekeurde personeeldiensstaat van die kantore van die politieke ampsbekleërs (POB's) verskaf word, onderhewig aan die kategorie, grootte en bekostigbaarheid van die munisipaliteit, insluitende goedkeuring deur die raad van die munisipaliteit.

(4) Tensy vasgestel, is persoonlike sekuriteit van POB's onderhewig aan 'n bedreiging-en-risiko-ontleding wat deur die Suid-Afrikaanse Polisiediens uitgevoer word.

(5) 'n Munisipaliteit mag, in uitsonderlike omstandighede en by aanvoering van grondige redes en in oorleg met die toepaslike LUR vir plaaslike regering, afwyk van die vereistes van subregulasie (1) en (3) ná inagneming van die volgende faktore:

(a) Die kategorie of die tipe munisipaliteit;

(b) die pligte en funksies van die munisipaliteit;

(c) die bruto inkomste, die regsgebied en die aard van die nedersetting binne die munisipaliteit;

(d) die finansiële vermoë van die munisipaliteit, met die loon- en salarisuitgawes wat nie die finansiële verhoudings en norme oorskry soos ingevolge die Wet op Munisipale Finansiële Bestuur uiteengesit nie;

(e) die behoefte aan die bevordering van gelykheid en eenvormige norme en standaarde.

Prosedure vir bepaling van personeeldiensstaat

6. (1) 'n Munisipale bestuurder moet die personeeldiensstaat van 'n munisipaliteit hersien met inagneming van—

(a) hierdie Regulasies;

(b) die sake wat in Deel B van Bylae 4 by die Grondwet en Deel B van Bylae 5 by die Grondwet genoem word;

(c) Hoofstuk 5 van die Wet op Munisipale Strukture; en

(d) die munisipaliteit se strategiese oogmerke, insluitende sy kern- en steunfunksies, binne 12 maande van een van die volgende:

(i) die uitvaardiging van hierdie Regulasies;

(ii) die verkiesing van 'n nuwe munisipale raad; of

(iii) die aanneming van 'n nuwe geïntegreerde ontwikkelingsplan van die munisipaliteit soos beoog in artikel 25 van die Wet;

(iv) veranderinge aan die bevoegdhede en funksies van 'n munisipaliteit; en

(v) die bepaling van nuwe munisipale grense.

(2) 'n Munisipaliteit wat sy personeeldiensstaat twee jaar voor die maak van hierdie Regulasies hersien het, word vrygestel van die bepalings van subregulasie (1)*(d)*.

(3) Die munisipale bestuurder moet die konsep- personeeldiensstaat in oorleg met erkende vakbonde binne die plaaslike arbeidsforum hersien.

(4) Die munisipale bestuurder moet, binne 30 dae vanaf hersiening van die personeeldiensstaat, 'n verslag en die voorgestelde personeeldiensstaat vir goedkeuring by die munisipale raad indien.

(5) Die munisipale bestuurder se verslag aan die munisipale raad moet—

(a) die proses wat in die opstel van die personeeldiensstaat gevolg is, beskryf;

(b) die mandaat en diensleweringsprioritiete van die munisipaliteit uiteensit asook hoe die voorgestelde personeeldiensstaat voorgenoemde aandag gee;

(c) die voorgestelde poste opsom wat—

(i) wesenlik verander sal word;

(ii) in beperkte mate of op niewesenlike manier sal verander;

(iii) geskrap sal word; en

(iv) nie deur die veranderinge geraak sal word nie;

(d) enige voorgestelde veranderinge motiveer en dit aan die strategiese aandrywers in die geïntegreerde ontwikkelingsplan koppel, insluitende ’n ontleding van die sterk punte, swak punte en beperkings van die huidige diensstaat;

(e) besonderhede voorsien van die finansiële implikasies van die verandering verskaf, insluitende maar nie beperk nie tot, die uitkomstes van posevalueringsprosesse, personeelbesoldigingskoste, koste vir die hervestiging van personeel, indien enige, en koste van nuwe fasiliteite en toerusting, indien enige;

(f) die niefinansiële implikasies van die veranderinge, insluitende die impak op bestaande personeel en sleutelbelanghebbendes in die munisipaliteit, in hooftrekke beskryf;

(g) ’n implementeringsplan met spesifieke tydsraamwerke voorstel waarbinne die nuwe personeeldiensstaat in werking sal tree; en

(h) die belanghebbende- en veranderingsbestuurvereistes in hooftrekke beskryf.

(6) Die munisipale raad moet, by ontvangs van die hersieningsverslag en voorgestelde personeeldiensstaat, by sy volgende vergadering of so gou doenlik, die personeeldiensstaat goedkeur, met of sonder wysigings deur die munisipale bestuurder, ten einde dit by die toepaslike LUR vir plaaslike regering in te dien.

(7) Binne 14 dae ná die munisipale raad die voorlegging goedgekeur het waarna in subregulasie 4 verwys word, moet die munisipale bestuurder aan die LUR ’n afskrif voorlê van die—

(a) personeeldiensstaat;

(b) raadsbesluit; en

(c) verslae wat agtergrond verskaf vir die personeeldiensstaat, indien enige.

(8) Binne een maand ná ontvangs van die dokumente waarna in subregulasie (7) verwys word, moet die LUR die voorgestelde personeeldiensstaat oorweeg en kommentaar aan die munisipale raad voorlê.

(a) Indien die LUR nie binne die tydperk waarna in subregulasie (8) verwys word, kommentaar verskaf nie, kan die munisipale raad die munisipaliteit se personeeldiensstaat finaal goedkeur.

(b) Die munisipale raad moet enige kommentaar ontvang van die LUR in ag neem, en daarná die personeeldiensstaat aanneem.

(9) Binne 30 dae ná die munisipale raad die personeeldiensstaat finaal aangeneem het, moet die burgemeester die volgende aan die LUR voorlê—

(a) ’n afskrif van die aangenome personeeldiensstaat;

(b) die raadsbesluit wat die personeeldiensstaat aanneem;

(c) die verslae, indien enige, wat die agtergrond vir die personeeldiensstaat verskaf; en

(d) die redes waarom die LUR se voorleggings, indien enige, verwerp is.

(10) Binne 14 dae ná ontvangs van die dokumente waarna in subregulasie (9) verwys word, moet die LUR die dokumente waarna in subregulasie (7) en(9) verwys word, saam met ’n afskrif van die LUR se kommentaar waarna in subregulasie (8) verwys word, aan die Minister voorlê.

Posbeskrywing

7. (1) Elke werk op die personeeldiensstaat van ’n munisipaliteit moet ’n skriftelike posbeskrywing hê.

(2) Die munisipaliteit moet ’n rekord byhou van alle bygewerkte posbeskrywings vir alle poste.

(3) Die ampsdraer of die verteenwoordiger van daardie werk en die onmiddellike toesighouer of toesighouer wat daardie werk verteenwoordig, in oorleg met die toepaslike departementshoof en die mensehulpbrondepartement, moet ’n

posbeskrywing opstel, en waar gepas hersien, wanneer daar wesenlike veranderinge aan die werk is.

(4) ’n Posbeskrywing moet ten minste die werktitel, doel van die werk, die plek van die werk op die personeeldiensstaat, kernverantwoordelikhede, bevoegdhede en minimum vereistes van die toepaslike werk bevat.

(5) ’n Posbeskrywing kan ten minste elke vyf jaar hersien word ná die herorganisasie van die munisipale administrasie, met permanente wesenlike veranderinge aan die werke om seker te maak dat die posbeskrywing toepaslik en op datum bly.

Instelling van standaarde vir posbeskrywings

8. (1) Die Minister mag—

(a) riglyne en maatstawwe vir posbeskrywings opstel, die gebruik van voorbeeldposbeskrywings wat verteenwoordigend is van die spektrum van werk in plaaslike regering, bevorder en dit versamel; en

(b) generiese werke identifiseer, kritieke werke as die norm vasstel en die aanneming deur munisipaliteite van algemene nasionale posbeskrywings en werkbenamings aanmoedig.

Posevaluering

9. (1) Alle werk in ’n munisipaliteit moet deur ’n posevalueringsproses gegradeer word.

(2) Posevaluering is die gradering van werk volgens ’n spesifiek beplande prosedure en betroubare metodologie om die relatiewe waarde van elke werk in die munisipaliteit te bepaal.

(3) Die posevalueringsproses behels die evaluasie van die werk en nie die persoon wat die werk verrig nie.

(4) Werk moet geëvalueer word—

(a) by voltooiing van die hersiening van die personeeldiensstaat;

(b) binne ses maande ná ’n wesenlike verandering van die werkinhoud of werkvereistes; of

(c) voor ’n nuwe pos gevul word.

(5) ’n Uitvoerige posbeskrywing moet beskikbaar wees voor die proses van posevaluering begin word.

(6) Posevaluering moet uitgevoer word op grond van werklike en huidige aktiwiteite van die werk en nie op toekomstige voorspellings nie.

(7) Posevalueringsprosesse moet—

(a) die grondslag lê vir die akkurate meting van gedefinieerde aktiwiteite of rolle;

(b) ’n waardehiërargie van werk daarstel ten opsigte van waar werk op die munisipale personeeldiensstaat geplaas moet word;

(c) ’n redelike grondslag lê vir die ontwerp en instandhouding van ’n billike betalingstruktuur;

(d) die grondslag lê om interne relatiwiteit van take te bestuur volgens verskillende vlakke van kompleksiteit van take; en

(e) die grondslag lê vir konsekwente besluitnemingsprosesse ten opsigte van die gradering van werke.

HOOFSTUK 3

WERWING, KEURING EN AANSTELLING VAN PERSONEEL

Beginsels

10. (1) Die werwing, keuring en aanstelling van ’n personeellid in ’n pos op die personeeldiensstaat moet—

(a) aan die vereistes van die munisipaliteit se diensbillikheidsbeleid en -plan voldoen: Met dien verstande dat indien ’n munisipaliteit nie in staat is om die diensbillikheidsplan na te volg nie weens gespesialiseerde skaars vaardighede wat vir ’n spesifieke pos benodig word, moet die munisipaliteit redes aanteken vir afwyking van die beleid;

(b) geïntegreer wees met ander mensehulpbronbestuurstelsels en -prosedures;

(c) objektiewe vaardighede vermeld in die Regulasies gebruik; en

(d) advertering ooreenkomstig regulasie 14 insluit.

Bepaling van werwingsbehoeftes

11. (1) Elke munisipaliteit moet—

(a) 'n strategie ontwikkel om—

(i) befondsde vakante poste te vul; en

(ii) omkeertye vir die vul van goedgekeurde befondsde vakante poste te verminder;

(b) alle vakante befondsde poste op die personeeldiensstaat vul binne ses maande ná die pos vakant geraak het;

(c) te alle tye die kapasiteit en vermoë hê om sy funksies te verrig.

(2) Die strategie beoog in subregulasie (1)*(a)* moet tydraamwerke bevat vir die verskeie aktiwiteite wat in die werwings- en keuringsproses ingesluit is.

(3) 'n Vakante pos op die personeeldiensstaat mag nie gevul word nie tensy—

(a) die munisipale bestuurder of 'n personeellid aan wie hierdie funksie gedelegeer is, die vul van die pos goedgekeur het nie; en

(b) daar vir die pos begroot is.

(4) Afwyking van subregulasie (1) kan om die volgende redes toegestaan word:

(a) begrotingsbesnoeiings wat prioritisering van personeeluitgawes vereis;

(b) naderende herstruktureringsoefening; en

(c) die aanneming van alternatiewe personeeloplossings.

Algemene vereistes vir aanstelling van munisipale personeel

12. (1) Geen persoon mag op 'n vastetermynkontrak, permanent of vir 'n proeftyd in enige pos op die goedgekeurde personeeldiensstaat van 'n munisipaliteit as 'n personeellid aangestel word nie, tensy hy of sy—

(a) 'n Suid-Afrikaanse burger is wat 'n permanente inwoner of 'n buitelandse burger met 'n geldige werkpermit is; en

(b) die relevante bevoegdhede, kwalifikasies en ondervinding het soos in Aanhangsel A uiteengesit.

Bevoegdheidsvereistes vir personeel

13. (1) ’n Persoon wat ingevolge hierdie Regulasies as ’n personeellid aangestel word, moet, waar van toepassing—

(a) die nodige bevoegdhede hê; en

(b) aan die minimum vereistes vir opvoedkundige kwalifikasies, werksondervinding en kennis soos uiteengesit in Aanhangsel A voldoen.

(2) ’n Personeellid wat aangestel is voordat hierdie Regulasies in werking getree het en wat nie aan die minimum vaardigheidsvereistes van die betrokke pos voldoen soos voorgeskryf nie, word geag aan die vereistes van die pos te voldoen. Ongeag die bepaling van hierdie regulasie kan ’n munisipaliteit ’n personeellid op ’n program plaas om die bevoegdheidsvereistes soos voorgeskryf te verwerf sodat die personeellid in aanmerking kan kom vir loopbaangeleenthede in die munisipaliteit.

(3) Indien ’n personeellid nie die bevoegdhede bekom het soos in hierdie Regulasies voorgeskryf word nie, moet die munisipaliteit die werkplekvaardigheidsplan aanwend om die personeellid se bevoegdheidsleemtes en ontwikkelingsbehoeftes te identifiseer en aan te pak.

(4) Die Minister is by magte om, by wyse van ‘n kennisgewing in die staatskoerant, eenvormige vaardigheidgebaseerde assesseringsvereistes vir spesifieke beroepstrome vas te stel.

(5) Die munisipaliteit moet n personeellid onderwerp aan die vaardigheidsassessering vir ‘n beroepstroom soos vasgetel deur die Minister ingevolge sub-regulasie 13(4) hierbo.

Advertering van vakante pos

14. (1) Die munisipaliteit moet ’n pos adverteer nadat die goedkeuring verkry is waarna in subregulasie 11(3)*(a)* verwys word.

(2) Die advertensie moet ten minste die volgende vermeld—

(a) werktitel;

(b) aanstellingstermyn;

(c) werkplek;

(d) gepaste salarisskaal of loneklas;

(e) bevoegdheidsvereistes van die pos en waar gepas die minimum kwalifikasies en ondervinding soos uiteengesit in Aanhangsel A;

(f) inherente vereistes van die werk;

(g) opsomming van die kernfunksies;

(h) nodigheid om ’n dienskontrak te onderteken en, waar van toepassing, ’n prestasie-ooreenkoms en bekendmaking van voordele en belange;

(i) adres waarheen aansoeke gestuur moet word;

(j) plek waar aansoekers die aansoekvorm kan kry;

(k) skakelpersoon;

(l) waar nodig, die nodigheid om klaring en keuring te ondergaan; en

(m) sluitingsdatum vir indiening van aansoeke.

(3) Indien ’n munisipaliteit nie die kapasiteit het om werwingsprosesse te bestuur nie, kan sodanige munisipaliteit ’n werwingsagentskap aanstel om die werwingsprosesse te onderneem, insluitende—

(a) hantering van antwoorde;

(b) saamstel van—

(i) lang lys van alle aansoekers wat om die geadverteerde pos aansoek gedoen het;

(ii) voorlopige lys aansoekers wat aan die vereistes voldoen;

(iii) lys aansoekers wat nie aan al die vereistes voldoen nie maar wat potensiaal het; en

(iv) lys aansoekers wat nie aan die vereistes voldoen nie:

Met dien verstande dat die advertering- en werwingsproses aan die bepalings van die Wet en hierdie Regulasies voldoen.

(4) Die werwingsagentskap wat in subregulasie (3) beoog word, mag nie die keuringsproses onderneem nie.

(5) ’n Advertensie beoog in subregulasie (2) mag gebruik word om ’n poel potensiële kandidate te skep vir ’n tydperk van hoogstens ses maande ná die datum van die advertensie om ’n ander vakature in die betrokke munisipaliteit te vul indien—

(a) die werktitel, kernfunksies, inherente vereistes van die werk en die salarisvlak van die ander vakature dieselfde is as dié van die geadverteerde pos; en

(b) daar aan die werwingsproses soos beoog in hierdie Regulasie voldoen is.

(6) 'n Munisipaliteit kan enige befondsde vakante pos ten minste binne die munisipaliteit adverteer, maar mag sodanige pos ook—

(a) plaaslik; of

(b) landswyd adverteer.

Aansoek om vakante pos

15. (1) 'n Aansoek om 'n vakante pos moet gedoen word op die vorm wat as Aanhangsel B aangeheg is.

(2) Ondanks subregulasie (1) kan 'n munisipaliteit 'n aanlyn aansoekvorm gebruik wat met die inligting bevat in Aanhangsel B en hierdie Regulasies bestaanbaar is.

(3) 'n Aansoeker om 'n pos moet die volgende bekend maak—

(a) sy of haar kwalifikasies en ondervinding;

(b) sy of haar kontakbare referente;

(c) sy of haar registrasie by 'n gepaste professionele liggaam, waar van toepassing;

(d) volledige besonderhede van enige afdanking weens wangedrag of substandaardprestasie; en

(e) enige dissiplinêre optrede, hetsy hangend of gefinaliseer, wat in die aansoeker se huidige of vorige werk teen hom of haar aanhangig gemaak is.

(4) Enige wanvoorstelling of versuim om wesenlike inligting beoog in subregulasie (3) en die aansoekvorm bekend te maak, verbreek die Gedragskode vir Munisipale Personeel soos voor voorsiening gemaak in Bylae 2 van die Wet.

(5) Aansoeke wat nie op die voorgeskrewe aansoekvorm gedoen is nie, sal enige aanstelling of kontrak wat tussen die munisipaliteit en die suksesvolle kandidaat aangegaan is, ongeldig maak.

(6) Die munisipaliteit moet 'n rekord hou van alle aansoeke wat ontvang is, en die inligting in die aansoeke moet as vertroulik gehou word en in 'n veilige plek op die perseel van die munisipaliteit geberg word. 'n Rekord van aansoeke moet ingevolge die Wet op die Nasionale Argief en Rekordsdiens van Suid-Afrika, weggedoen word.

(7) Die rekord moet die volgende bevat—

(a) die biografiese besonderhede en kontakinligting van die aansoeker;

(b) die besonderhede van die pos waarom die aansoekers aansoek gedoen het;

(c) die kwalifikasies van die aansoekers; en

(d) enige ander vereistes soos in die aansoekvorm beskryf.

Keuringspaneel

16. (1) ’n Munisipale bestuurder of sy of haar gedelegeerde moet ’n keuringspaneel aanstel vir elk van die geadverteerde poste om die aanstelling van ’n geskikte persoon in die vakante pos aan te beveel.

(2) Die keuringspaneel moet uit ten minste drie maar hoogstens vyf lede bestaan.

(3) Die voorsitter van die paneel moet die toesighouer of ’n personeellid wees wat ten minste een werkgraad hoër is as die geadverteerde pos.

(4) Wanneer daar oor die samestelling van die keuringspaneel besluit word, moet die munisipale bestuurder die volgende in ag neem:

(a) die aard van die pos;

(b) die geslag- en rasbalans van die paneel; en

(c) die vaardighede, kundigheid, ondervinding en beskikbaarheid van die betrokke persone.

(5) ’n Lid van ’n keuringspaneel moet—

(a) gedurende die kortlysproses enige belang of verhouding met kortlyskandidate bekend maak ;

(b) hom- of haarself aan die keuringspaneel onttrek indien—

(i) sy of haar gade, lewensmaat, nabye familielid of goeie vriend op die kortlys vir die pos geplaas is;

(ii) die paneellid ’n *de facto*-verhouding of die een of ander vorm van verskuldigheid teenoor ’n kandidaat op die kortlys het, of andersom; of

(iii) enige ander belangebotsing bestaan; en

(c) ’n vertroulikheidsverklaring soos uiteengesit in Aanhangsel C onderteken om die bekendmaking van inligting aan ongemagtigde persone te voorkom.

(6) As ’n vakbondverteenwoordiger toegelaat word om onderhoude as ’n waarnemer by te woon, moet hy of sy die verklaring soos uiteengesit in Aanhangsel C onderteken om die bekendmaking van inligting aan ongemagtigde persone te voorkom.

(7) Die hoof van mensehulpbronne of sy of haar gedelegeerde moet gedurende die keuringsproses fasiliteer en adviesdienste verskaf om voldoening aan die Regulasies by die werwings- en keuringsproses te verseker.

(8) ’n Personeellid wat gedelegeer is om sekretariële dienste gedurende die keuringsproses te verskaf, mag nie deel uitmaak van die keuringspaneel nie.

(9) Elke paneellid moet potensiële belangebotsings bekend maak vir oorweging deur die volle keuringspaneel by die paneel se aanvanklike vergadering.

(10) Indien ’n belangebotsing tydens die keuringsproses duidelik word, kan die munisipale bestuurder of sy of haar gedelegeerde die gepaste stappe doen om die situasie reg te stel, wat kan insluit dat die keuringsproses ongeldig verklaar word en met ’n nuwe proses begin word.

(11) Indien ’n belangebotsing ná die aanstelling duidelik word, moet die munisipale bestuurder of sy of haar gedelegeerde die saak by die gepaste gedelegeerde gesag aanmeld wat regstellende en, waar nodig, dissiplinêre stappe moet doen.

Kortlys van aansoekers

17. (1) Die munisipaliteit moet ’n lys van al die aansoeke wat vir die pos ontvang is, teen die relevante bevoegdheidsvereistes vir die pos evalueer.

(2) Die keuringspaneel moet ’n kortlys saamstel gegrond op die inherente vereistes van die pos soos geadverteer en met behoorlike inagneming van artikel 20 van die Wet op Diensbillikheid.

Onderhoude

18. (1) Die kortlys van kandidate en afskrifte van hul aansoeke moet by die keuringspaneel ingedien word voor die onderhoude plaasvind.

(2) Die keuringspaneel vir ’n pos moet te alle tye dieselfde bly wanneer dit eers saamgestel is. Indien ’n lid van die keuringspaneel nie in staat is om met die

onderhoude voort te gaan nie weens omstandighede buite daardie lid se beheer, kan sodanige paneellid vervang of onttrek word. Indien die keuringspaneel nie ’n kworum uitmaak nie, moet die paneel weer saamgestel word.

(3) Ondanks die bepalings van subregulasie (2) moet ’n munisipaliteit gedurende die onderhoude waarnemerstatus verleen aan elk van die erkende vakbondverteenwoordigers: Met dien verstande dat versuim deur die vakbond om die onderhoude by te woon, nie die besluit van die paneel ongeldig maak nie.

(4) Die keuringspaneel moet onderhoude voer met die kandidate op die kortlys.

(5) Voor die onderhoud vir ’n spesifieke pos begin, moet die keuringspaneel die keuringsmaatstawwe vir die geadverteerde pos bevestig, gegrond op die toepaslike bevoegdhede wat vir die geadverteerde pos vereis word.

(6) Die keuringspaneel moet ’n skriftelike rekord hou van die kandidate met wie onderhoude gevoer is.

(7) Ná oorweging van al die relevante inligting, moet die keuringspaneel kandidate in die voorkeurvolgorde aanbeveel. Indien die aanbevole kandidaat ’n werksaanbod van die hand wys, kan die volgende gepaste kandidaat, waar van toepassing, vir aanstelling oorweeg word.

(8) Indien daar vasgestel word dat die werwingsproses nie geskikte kandidate getrek het nie, mag die pos weer geadverteer word.

(9) Indien die pos geklassifiseer word as ’n kritieke skaarsvaardighedepos, kan alternatiewe werwingsmetodes soos seniorbestuurdersoektogte, roofwerwing, verwysings en heradvertering oorweeg word slegs indien die werwingsproses nie geskikte kandidate gelok het nie.

(10) Die aanbevelings van die keuringspaneel moet bepaal word deur—

(a) konsensus; of

(b) waar die paneel nie konsensus bereik nie, moet die saak na die munisipale bestuurder of sy of haar gedelegeerde verwys word vir bemiddeling of oplossing.

(11) Indien die keuringspaneel ’n aanstelling vir die pos aanbeveel, moet hy of sy die aanbeveling aan die munisipale bestuurder of sy of haar gedelegeerde vir goedkeuring voorlê.

Referente en stawing van persoonlike getuigskrifte

19. (1) Referentekontrole en stawing van persoonlike getuigskrifte vir kandidate op die kortlys moet uitgevoer word deur—

(a) die kandidaat se geskiktheid vir die werk by die huidige of vorige werkgewer te bevestig;

(b) die geldigheid van kandidaatkwalifikasies vas te stel en enige ander stawing wat voor aanstelling deur die pos vereis word;

(c) vas te stel of die kandidaat voorheen deur ’n ander munisipaliteit of werkgewer afgedank is weens wangedrag of swak prestasie, en, indien wel, wat die aard van daardie wangedrag of swak prestasie was; en

(d) enige ander bykomende persoonlike getuigskrifte te bevestig wat as gevolg van die aard van die werk nodig mag wees, soos kriminele rekords, identiteitsdokument, sekerheidsklaring en, waar nodig, kredietwaardigheidskontroles.

(2) ’n Skriftelike verslag oor die uitkoms van die referentekontrole en stawing van persoonlike getuigskrifte moet opgestel word en oorweeg word voordat die aanstelling afgehandel is.

(3) Ondanks subregulasie (1)*(a)* kan ’n kandidaat wat nie ’n rekord van vorige indiensneming het, nie gediskwalifiseer word as ’n kandidaat vir aanstelling in ’n geadverteerde pos nie.

Aanstelling

20. (1) ’n Persoon mag as ’n personeellid aangestel word slegs indien hy of sy—

(a) die gepaste bevoegdhede soos uiteengesit in Aanhangsel A het; en

(b) nie ingevolge regulasie 22 gediskwalifiseer word nie.

(2) Die munisipale bestuurder of die personeellid aan wie hierdie funksie gedelegeer is, moet—

(a) die aanbevelings van die keuringspaneel oorweeg; en

(b) besluit—

(i) wie om aan te stel; en

(ii) wat die bepalings en voorwaardes van indiensneming is.

(3) Voor die besluit geneem word om iemand aan te stel, moet die munisipale bestuurder of gedelegeerde seker maak dat hy of sy tevrede is dat die kandidaat soos bepaal in Aanhangsel A aan die relevante vereistes van die pos voldoen.

(4) Indien die besluit van die munisipale bestuurder of die gedelegeerde nie met die aanbevelings van die keuringspaneel ooreenstem nie, moet die redes vir sodanige besluit skriftelik opgeteken word.

(5) ’n Aanstelling mag in werking tree slegs nadat die munisipale bestuurder of sy of haar gedelegeerde die aanstelling skriftelik goedgekeur het.

(6) Die munisipale bestuurder of sy of haar gedelegeerde moet toesien dat al die kandidate met wie ’n onderhoud gevoer is, ingelig word of hulle suksesvol was of nie.

(7) Onsuksesvolle kandidate moet, op versoek, van redes voorsien word waarom hulle nie suksesvol was nie.

Aanstelling van steunpersoneel in kantore van openbare ampsbekleërs

21. (1) ’n Persoon wat aangestel is in ’n pos op die goedgekeurde personeeldiensstaat om die kantoor van ’n openbare ampsbekleër te steun, moet óf—

(a) gesekondeer word vanaf ’n pos op daardie munisipaliteit se goedgekeurde personeeldiensstaat of ’n ander munisipaliteit se personeeldiensstaat; óf

(b) aangestel word volgens ’n vastetermyndienskontrak wat gekoppel is aan die ampstermyn van die openbare ampsbekleër.

(2) Die duur van die sekondering of vastetermyndienskontrak beoog in subregulasie (1) mag nie langer as 30 dae wees nadat die openbare ampsbekleër sy of haar amp ontruim nie.

Herindiensneming van afgedankte personeel

22. (1) ’n Persoon wat ontslaan is uit ’n munisipaliteit om enige rede vermeld in kolom B van die tabel in Aanhangsel E, mag nie in diens geneem word deur enige munisipaliteit voor die tydperk uiteengesit in kolom C van die tabel verstryk het nie.

(2) Ondanks subregulasie (1) kan ’n persoon wat ingevolge enige toepaslike wetgewing ’n geskil aanhangig gemaak het, aangestel word onderhewig aan die uitkoms van die geskil.

(3) Die tydperke wat in kolom C van die tabel in Aanhangsel E uiteengesit is, loop gelyktydig ten opsigte van ’n persoon wat ontslaan is weens meer as een kategorie van wangedrag uiteengesit in kolom B van die tabel in Aanhangsel E.

(4) ’n Munisipaliteit moet ’n rekord byhou van personeel wat weens wangedrag ontslaan is en personeel wat voor die finalisering van enige dissiplinêre verrigtinge bedank het.

(5) Die verslag moet die volgende bevat—

(a) die volle name en identiteitsnommer van die persoon;

(b) die titel van die pos wat die persoon beklee het;

(c) die aard van die wangedrag:

(d) die datum van skorsing, indien enige;

(e) die voorwaardes van skorsing, indien enige;

(f) die datum waarop die wangedrag na ’n dissiplinêre verhoor of voorontslagarbitrasie verwys is;

(g) die aanvangsdatum van die dissiplinêre verhoor of voorontslagarbitrasie;

(h) die bevinding;

(i) of ’n geskil na die bedingingsraad of die Arbeidshof verwys is;

(j) die koste wat deur die munisipaliteit aangegaan is; en

(k) die datum van die bedanking of ontslag van die persoon.

Proeftydperk

23. (1) Die aanstelling van ’n persoon soos beoog in hierdie Regulasies moet gedoen word op ’n minimum proeftydperk van drie maande en ’n maksimum proeftydperk van 12 maande.

(2) Die proeftydperk moet bepaal word op grond van die werkvereistes en die minimum tydperk wat benodig word om vas te stel of prestasie bevredigend is of nie.

(3) Die proeftydperk sluit die getal dae uit waarvoor die personneellid verlof geneem het gedurende die proeftydperk of enige verlenging daarvan.

(4) Die munisipale bestuurder of sy of haar gedelegeerde moet—

(a) die personeellid binne die eerste twee weke van diens van daardie lid se prestasievereistes in kennis stel;

(b) toesien dat die personeellid die munisipaliteit se induksieprogram voltooi; en

(c) die personeellid se prestasie evalueer en die personeellid kwartaalliks terugvoer gee van daardie lid se prestasie.

(5) Indien ’n personeellid se prestasie nie bevredigend is nie, moet die munisipale bestuurder of sy of haar gedelegeerde die personeellid in kennis stel van enige aspekte waaraan die personeellid geag word nie te voldoen nie.

(6) Indien die munisipale bestuurder of sy of haar gedelegeerde glo dat die personeellid se prestasie nie aan die vereiste standaarde voldoen nie, kan hy of sy die proeftydperk verleng of die personeellid ontslaan, met dien verstande dat—

(a) die personeellid eers ’n redelike tydperk gegee moet word vir evaluasie, opleiding, leiding of berading; en

(b) die personeellid se prestasie steeds onbevredigend is ná ’n redelike tydperk aan die personeellid gegee is om sy of haar prestasie te verbeter.

(7) Ondanks subregulasie (6) kan die munisipale bestuurder of sy of haar gedelegeerde die proeftydperk met ’n tydperk van hoogstens ses maande verleng om die munisipaliteit die geleentheid te gee om die personeellid se prestasie verder te evalueer.

(8) Binne een maand ná die voltooiing van die proeftydperk moet die munisipale bestuurder of sy of haar gedelegeerde—

(a) die aanstelling bevestig indien—

(i) die personeellid se prestasie tydens die proeftydperk bevredigend was; en

(ii) die personeellid aan al die voorwaardes van die proefaanstelling voldoen het;

(b) behoudens die Wet op Arbeidsverhoudinge, die aanstelling beëindig indien—

(i) die personeellid se prestasie gedurende die proeftydperk nie bevredigend was nie; en

(ii) die personeellid nie aan al die voorwaardes van die proefaanstelling voldoen het nie.

Bevordering

24. (1) ’n Personeellid wat ooreenkomstig hierdie hoofstuk in ’n munisipaliteit aangestel word in ’n pos hoër in salarisvlak of werkgraad as die een wat hy of sy voorheen in daardie munisipaliteit beklee het, word geag tot daardie pos bevorder te wees.

(2) ’n Personeellid wat bevorder word, verbeur nie sy of haar diensjare en die voordele wat met daardie diensjare gepaardgaan nie.

Oorplasing van personeel

25. (1) ’n Munisipaliteit kan enige personeellid in diens van daardie munisipaliteit na enige ekwivalente pos in die munisipaliteit oorplaas of, behoudens artikel 197 van die Wet op Arbeidsverhoudinge, na ’n ekwivalente pos in ’n ander munisipaliteit oorplaas.

(2) ’n Personeellid mag slegs oorgeplaas word—

(a) indien die personeellid skriftelik die oorplasing aanvra of daarvoor toestemming gee; of

(b) in die afwesigheid van toestemming, indien die oorplasing regverdig is, met inagneming van—

(i) die bedryfsvereistes van die betrokke instellings, insluitende of die oorplasing van die personeellid in sodanige vereistes sal bevredig;

(ii) skriftelike voorleggings van die personeellid voor die voorgenome oorplasing; en

(iii) die mate waarin die belange en omstandighede van die personeellid op ’n regverdige manier in ag geneem kan word.

(3) Die salaris en ander diensvoorwaardes van ’n personeellid mag nie nadelig geraak word deur ’n oorplasing kragtens hierdie regulasie sonder die skriftelike toestemming van daardie personeellid nie.

(4) ’n Personeellid beoog in hierdie regulasie mag nie gedemoveer, bevorder of oorgeplaas word na ’n pos wat laer of hoër is as die personeellid se huidige posvlak nie.

Sekondering van personeel na ’n ander munisipaliteit

26. (1) ’n Munisipaliteit kan ’n personeellid met die relevante bevoegdhede om waar te neem in ’n pos wat in ’n ander munisipaliteit vakant is, sekondeer.

(2) Die munisipaliteite beoog in subregulasie (1), moet ’n skriftelike ooreenkoms sluit aangaande die sekondering wat die volgende spesifiseer—

(a) die munisipaliteit wat verantwoordelik is vir die koste van die sekondering;

(b) die duur van die sekondering, wat in elke geval nie ’n tydperk van twaalf maande mag oorskry nie;

(c) die persoon aan wie die gesekondeerde personeellid moet rapporteer;

(d) die plek waar die gesekondeerde personeellid moet werk; en

(e) die nuwe posbeskrywing van die gesekondeerde personeellid.

Sekondering van ander staatsamptenare na munisipaliteit

27. (1) ’n Munisipaliteit kan die nasionale of provinsiale regering, ’n ander munisipaliteit of enige staatsorgaan, na gelang van die geval, versoek om ’n persoon met die gepaste bevoegdhede te sekondeer om in ’n vakante pos waar te neem vir ’n bepaalde tydperk of totdat ’n geskikte kandidaat aangestel is: Met dien verstande dat die gepaste wetgewing, bepalings en voorwaardes van diens van daardie persoon van toepassing is.

(2) Die partye beoog in subregulasie (1) moet ’n skriftelike ooreenkoms aangaande die sekondering sluit wat die kwessies uiteengesit in artikel 26(2) vermeld.

(3) Die munisipaliteit moet die LUR van enige sodanige sekondering en die bepalings en voorwaardes wat met daardie sekondering gepaardgaan, in kennis stel.

Waarnemende aanstelling

28. (1) ’n Waarnemingsaanstelling kan vir ’n befondsde pos gedoen word om toe te sien dat die ontwrigting van dienste geminimaliseer word.

(2) Tensy daar anders aangedui word in die aanstelling tot die waarnemingspos, moet ’n personeellid van ’n munisipaliteit wat in ’n hoër pos in dieselfde munisipaliteit waarneem, gedurende die tydperk van waarneming voortgaan om die pligte uit te voer van die pos wat die personeellid gewoonlik beklee.

(3) ’n Persoon wat in ’n hoër pos waarneem, het geen reg of verwagting om in daardie pos aangestel te word nie, behalwe soos anders bepaal word in hierdie Regulasies.

(4) ’n Personeellid mag slegs in ’n pos waarneem wat die ekwivalent is van, of een graad hoër is as, die pos wat die personeellid gewoonlik beklee.

(5) Die aanstelling om in ’n pos waar te neem moet—

(a) met die toestemming van die personeellid geskied;

(b) op skrif wees; en

(c) deur die munisipale bestuurder of die persoon aan wie hierdie funksie gedelegeer is gemagtig word.

(6) Die personeellid wat aangestel word om in ’n pos waar te neem, moet die vereiste bevoegdhede hê om die pligte wat met die pos gepaardgaan, uit te voer.

(7) Wanneer ’n persoon gekies word om in ’n pos waar te neem, moet die volgende oorweeg word:

(a) Die relevante vereistes van die pos en daardie persoon se prestasie;

(b) die munisipaliteit se ontwikkelingsbehoeftes; en

(c) die munisipaliteit se diensbillikheidsbeleid en -plan.

(8) ’n Persoon mag slegs vir ’n tydperk van hoogstens drie maande in ’n waarnemende posisie aangestel word.

(9) Ondanks subregulasie (8) kan die munisipale bestuurder of sy of haar gedelegeerde die tydperk beoog in subregulasie (8) vir ’n verdere tydperk van drie maande verleng, indien daar ’n regverdigbare rede is om dit te doen.

(10) Enige verdere verlengings wat kragtens subregulasie (9) gemaak word, mag nie ’n tydperk van nege agtereenvolgende maande oorskry nie, waarna die pos geadverteer en op ’n mededingende grondslag gevul moet word.

(11) Die prestasie van ’n personeellid wat aangestel is om in ’n pos waar te neem, moet ingevolge hierdie Regulasie geëvalueer word.

Aanstelling van permanente personeel

29. Behalwe soos voor voorsiening gemaak is in regulasies 21 en 30 moet aanstellings van personeellede wat ingevolge artikel 66 van die Wet gedoen word, permanent wees.

Aanstelling van personeel volgens ’n vastetermynkontrak

30. (1) Ondanks regulasie 29 kan ’n munisipaliteit, in uitsonderlike omstandighede en binne sy administratiewe en finansiële kapasiteit, ’n persoon of persone op vastetermynkontrak aanstel sonder om die prosedures en prosesse na te volg soos in hierdie hoofstuk vervat word.

(2) Die toepassing van subregulasie (1) is onderhewig aan die bepalings van artikel 198B van die Wet op Arbeidsverhoudinge.

HOOFSTUK 4

PRESTASIEBESTUUR- EN -ONTWIKKELINGSTELSEL

Instelling van stelsel vir prestasiebestuur- en -ontwikkeling

31. ’n Munisipaliteit moet ’n prestasiebestuur- en -ontwikkelingstelsel aanneem wat aan die bepalings van hierdie hoofstuk voldoen.

Aansoek

32. (1) Die prestasiebestuur- en -ontwikkelingstelsel is van toepassing op alle personeellede van ’n munisipaliteit, behalwe ’n personeellid wat—

(a) aangestel is op ’n vastetermynkontrak met ’n duur van minder as 12 maande;

(b) kennis gee—

(i) van beëindiging van sy of haar dienskontrak; of

(ii) om af te tree by die bereiking van die statutêre aftree-ouderdom;

(c) aangestel is volgens ’n internskapprogram of deelneem aan die nasionale program vir openbare werke of enige soortgelyke skema; en

(d) aangestel is ingevolge artikel 54A en 56 van die Wet.

(2) Die prestasiebestuur- en -ontwikkelingstelsel moet samewerkend, deursigtig en regverdig wees.

(3) ’n Munisipaliteit moet die prestasiebestuur- en -ontwikkelingstelsel op ’n raadplegende, ondersteunende en niediskriminerende manier toepas om organisatoriese doeltreffendheid, effektiwiteit en verantwoordingspligtigheid te verbeter.

(4) Die prestasiebestuur- en -ontwikkelingstelsel moet onderskraag word deur oop, konstruktiewe en aaneenlopende kommunikasie tussen die toesighouer en die personeellid.

(5) Die prestasiebestuur- en -ontwikkelingstelsel moet, waar redelik doenlik, aansluit by—

(a) die munisipaliteit se strategiese doelwitte, geïntegreerde ontwikkelingsplan en die DLBIP van die toepaslike munisipale departement; en

(b) die senior bestuurder se prestasieplan en die prestasieplanne van die personeellede in daardie senior bestuurder se departement.

(6) Die prestasiebestuur- en -ontwikkelingstelsel moet ontwikkelingsgerig wees, met inagneming van—

(a) ’n doeltreffende reaksie en gepaste maatreëls om substandaardprestasie te bestuur; en

(b) erkenning en versterking van volkome doeltreffende prestasie, prestasie aansienlik bo verwagting en uitsonderlike prestasie.

(7) Die prestasiebestuur- en -ontwikkelingstelsel moet geïntegreer wees in ander mensehulpbronbeleide en -praktyke beoog in artikel 67 van die Wet asook enige ander organisatorieseontwikkelingsinisiatiewe van die munisipaliteit.

Bepaling van stelsel vir prestasiebestuur- en -ontwikkeling

33. Die oogmerke van die prestasiebestuur- en ontwikkelingstelsel is om—

(a) die oogmerke en ontwikkelingspligte van plaaslike regering te steun, soos uiteengesit in artikel 152 en 153 van die Grondwet;

(b) ’n kultuur van diens aan die publiek, verantwoordingspligtigheid, onderlinge samewerking en hulpverlening tussen personeellede te bevorder;

(c) prestasiebeplanning, -monitering en -evaluasie in munisipaliteite te institusionaliseer;

(d) die vermoë van die munisipaliteit as geheel om sy oogmerke te bereik en die lewensgehalte van sy inwoners te verbeter deur munisipaliteitwye, departementele en individuele prestasie in ooreenstemming te bring;

(e) ’n algemene begrip onder personeellede te bou van die munisipaliteit se oogmerke soos vervat in sy geïntegreerde ontwikkelingsplan en jaarlikse prestasieplan;

(f) duidelike prestasie-aanwysers en prestasiemikpunte te stel deur aan personeellede te kommunikeer hoe hul rol tot die sukses van die munisipaliteit bydra;

(g) individuele vermoë, vaardighede en bevoegdhede te bou wat noodsaaklik is vir die munisipaliteit om sy mandaat en oogmerke te bereik en toewyding by personeellede aan te moedig;

(h) ’n bevorderlike omgewing te skep om prestasie te beplan, te monitor en te meet teen vasgestelde mikpunte of uitsette;

(i) gewenste gedrag aan te moedig soos uitgestippel in die Gedragskode vir Munisipale Personeellede, soos vervat in Bylae 2 van die Wet;

(j) substandaardprestasie van personeel te identifiseer en te verbeter; en

(k) erkenning te gee aan die prestasie van personeel wat ’n prestasiebepaling bereik het wat aansienlik bo verwagting en uitsonderlike prestasie is.

Prestasiebestuur- en -ontwikkelingstelsel

34. (1) ’n Personeellid van ’n munisipaliteit is ’n staatsamptenaar in ’n ontwikkelingsgerigte stelsel van plaaslike regering en moet dus—

(a) verbind wees daartoe om die publiek te dien en tot ’n gemeenskaplike sin vir verantwoordelikheid vir prestasie ingevolge standaarde en teikens; en

(b) deelneem aan die algehele prestasiebestuurstelsel van die munisipaliteit, asook die personeellede se stelsel vir individuele prestasie-evaluasie en beloning om die vermoë van die munisipaliteit as geheel om sy doelwitte te bereik sover moontlik te maksimaliseer.

(2) Die munisipaliteit, soos verteenwoordig deur die gepaste toesighouer, en die personeellid moet, tydens die beplanningsfase, ooreenstem oor—

(a) prestasie-doelwitte en -mikpunte wat van die personeellid verwag word om gedurende ’n prestasiesiklus te bereik;

(b) spesifieke prestasiestandaarde, gewigstoekennings vir mikpunte en prestasie-aanwysers om die bereiking van prestasie teen vasgestelde mikpunte te meet; en

(c) werkspesifieke bevoegdhede wat tydens die prestasiesiklus geëvalueer sal word.

(3) Die toesighouer en personeellid moet toesien dat prestasiebestuur ooreenstem met die personeellid se werk en dat SPG’s relevant is tot die pos wat daardie personeellid beklee.

(4) Die SPG’s moet verband hou met die personeellid se funksionele gebied en moet bestaan uit minstens vyf en hoogstens sewe SPG’s.

(5) Die SPA’s—

(a) sluit die insette, gehalte of impak van ’n uitset in waarvolgens prestasie ten opsigte van ’n SPG gemeet word; en

(b) moet meetbaar en staafbaar wees.

(6) Die prestasiestandaard vir elke SPA kan kwalitatief of kwantitatief wees, maar moet ook aan die maatstawwe uiteengesit in subregulasie (5) voldoen.

(7) Die SPG-gewigstoekenning dui die relatiewe belangrikheid van elke SPG aan.

(8) Die posspesifieke bevoegdhede soos verkry uit Aanhangsel A moet die naam en omskrywing van die spesifieke bevoegdheid, die verwagte vlak van vermoë en die relevante gewigstoekennings insluit, en moet spesifiek en van toepassing op die werk van die personeellid wees.

(9) Die personeellid se posspesifieke bevoegdhede mag nie ses bevoegdhede binne ’n prestasiesiklus oorskry nie.

(10) Die toesighouer moet die personeellid gedurende die prestasiesiklus monitor, afrig en terugvoer aan hom of haar voorsien.

(11) Die toesighouer en personeellid moet ’n formele halfjaarprestasie-oorsig onderneem. Die oorsig moet opgeteken word as ’n formele interaksie tussen die toesighouer en personeellid.

(12) Die toesighouer en personeellid moet ’n jaarlikse prestasie-evaluering vir elke prestasiesiklus op grond van die prestasie-ooreenkoms onderneem.

(13) Die maatstawwe waarvolgens die prestasie van die personeellid geëvalueer moet word, bestaan uit twee komponente: SPG’s en posspesifieke bevoegdhede. Die personeellid se prestasie moet teen beide komponente geëvalueer word. SPG’s wat die hoofgedeeltes van die werk dek, sal 80% van die gewig dra terwyl die posspesifieke bevoegdhede 20% van die algehele evaluasie-uitslag sal uitmaak, volgens die gewigstoekenning waarop ooreengekom is ingevolge die prestasie-ooreenkoms.

(14) Die toesighouer en personeellid moet die jaarlikse prestasie-evalueringsproses afhandel as ’n formele ooreenkoms wat deur die toesighouer en die personeellid onderteken word. Die jaarlikse prestasie-evaluering moet opgeteken word en deur die toesighouer en personeellid onderteken word.

(15) Die toesighouer moet toesien dat enige relevante insidente met betrekking tot persoonlike ontwikkeling en die loopbaan van die personeellid tydens die prestasiebeoordeling of -evaluasie bespreek word.

Prestasie-ooreenkoms

35. (1) ’n Toesighouer en personeellid moet ’n prestasie-ooreenkoms aangaan vir elke prestasiesiklus van die munisipaliteit.

(2) Die prestasie-ooreenkoms van ’n—

(a) dienende personeellid moet binne 30 dae vanaf die begin van die nuwe finansiële jaar van die munisipaliteit gesluit word; en

(b) personeellid moet afgehandel word binne 60 dae ná—

(i) sy of haar aanstelling ná ’n proeftyd vanaf 1 Julie of die nuwe finansiële jaar;

(ii) sy of haar verplasing of bevordering na ’n nuwe pos; of

(iii) sy of haar terugkeer ná langverlof wat langer as drie maande was.

(3) Indien die verantwoordelikhede van die personeellid te eniger tyd gedurende die prestasiesiklus in so ’n mate verander dat die prestasieplan in die prestasie-ooreenkoms nie meer toepaslik is nie, moet die partye die prestasie-ooreenkoms hersien.

(4) Die prestasie-ooreenkoms mag nie die verpligtinge en pligte verminder van ’n personeellid ingevolge die personeellid se dienskontrak of enige toepaslike regulasie of munisipale beleid nie.

(5) Die prestasie-ooreenkoms moet ’n prestasieplan insluit wat die volgende bevat—

(a) die naam, werktitel en die departement van die personeellid;

(b) die doelwitte of mikpunte;

(c) SPG’s, hul gewigstoekenning en die mikpuntdatum om die SPG te bereik;

(d) die SPA’s en die prestasiestandaard vir elke SPA;

(e) die naam en omskrywing van die posspesifieke bevoegdhede, hul gewigstoekenning en die verwagte vlak van vermoë vir elke bevoegdheid;

(f) ’n persoonlike ontwikkelingsplan opgestel ter nakoming van regulasie 51; en

(g) die proses van monitering en evaluasie van prestasie, insluitende die beplande datums van evaluasie.

Stelsel vir spangebaseerde prestasiebestuur- en -ontwikkeling

36. (1) ’n Munisipaliteit kan ’n spangebaseerde prestasiebestuur- en -ontwikkeling-stelsel vir ’n personeelkategorie onder die vlak van ’n toesighouer instel wat die munisipaliteit sal bystaan om proeftydperke, belonings en vaardigheidsontwikkeling van personeellede te bestuur wat met die beginsels wat in hierdie hoofstuk uiteengesit word, bestaanbaar is.

(2) Voor die implementering van die spangebaseerde prestasiebestuur- en -ontwikkelingstelsel moet die munisipaliteit—

(a) die stelsel loods op ’n span personeellede uit alle geraakte beroepstrome; en

(b) erkende vakbonde in die plaaslike arbeidsforum raadpleeg oor die stelsel.

Prestasiemonitering en -oorsig

37. (1) Die moniteringsproses behels ’n bestuurder wat voortdurend werkprestasie meet en aan personeel en spanne terugvoer gee oor vordering in die bereiking van doelwitte vir personeellede en spanne.

(2) Die monitering van prestasie sluit in om vorderingsevaluasies met personeellede en spanne te hou deur een-tot-een- of spaninteraksiesessies waartydens hul prestasie met voorafbepaalde prestasiestandaarde vergelyk word.

(3) Die toesighouer moet afrigting voorsien wanneer nodig om doeltreffende prestasie te versterk of die prestasie van die personeellid nader aan die verwagte standaarde te bring.

(4) Die prestasie van die personeellid moet in die middel van die jaar hersien word om die personeellid of span se vordering ten opsigte van die bereiking van prestasieteikens te evalueer, om uitdagings te identifiseer en oor oplossings ooreen te kom en om dit te oorweeg om mikpunte te hersien as gevolg van veranderinge in die werkplek wat buite die beheer van die personeellid of span was.

(5) Die munisipaliteit kan die prestasie van ’n personeellid op enige ander tyd hersien en deurlopend afrigting en terugvoer bied.

Prestasie-evaluasie

38. (1) Die jaarlikse prestasie-evaluasie moet die volgende behels—

(a) ’n evaluasie van die mate waarin die personeellid die prestasie-doelwitte en -mikpunte bereik het, soos uiteengesit in die prestasieplan, wat die volgende insluit—

(i) elke SPG wat geëvalueer is om te bepaal in watter mate die vermelde standaarde of SPA's bereik is, met behoorlike inagneming van *ad hoc*-take wat ingevolge daardie SPG uitgevoer moet word;

(ii) 'n aanwysermeting op die vyfpuntskaal bepaal vir elke SPG soos uiteengesit in die tabel hier onder; en

(iii) die meting wat aan elke SPG toegeken word, word vermenigvuldig met die gewig aan daardie SPG gegee, om 'n gewoë telling vir daardie SPG te verskaf.

(b) 'n evaluasie van die mate waarin die personeellid die werkspesifieke bevoegdhede bereik het, soos uiteengesit in die prestasieplan, wat die volgende insluit—

(i) elke bevoegdheid geëvalueer om die mate te bepaal waarin daar aan die spesifieke standaarde of SPA's voldoen is;

(ii) 'n aanwysermeting op die vyfpuntskaal uiteengesit in die tabel hier onder vir elke werkspesifieke bevoegdheid bepaal;

(iii) die meting wat aan elke werkspesifieke bevoegdheid toegeken word, vermenigvuldig met die gewig aan daardie bevoegdheid gegee om 'n telling vir daardie bevoegdheid te verskaf.

(2) Die vyfpuntmetingskaal soos uiteengesit in die tabel hier onder sal vir die doeleindes van implementering van hierdie hoofstuk op alle personeel van toepassing wees.

Vlak	Terminologie	Beskrywing
5	**Uitsonderlike prestasie**	Prestasie oortref aansienlik die standaard wat van 'n personeellid op hierdie posvlak verwag word. Die beoordeling dui aan dat die personeellid meer as ten volle doeltreffende resultate behaal het vir alle prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan, en regdeur die jaar in alle gebiede van verantwoordelikheid daarmee volgehou het.
4	**Prestasie beduidend bo verwagting**	Prestasie is aansienlik hoër as die verwagte standaard vir daardie werk. Die beoordeling dui aan dat die personeellid meer as ten volle doeltreffende resultate behaal het vir meer as die helfte van die

Vlak	Terminologie	Beskrywing
		prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan, en regdeur die jaar alle ander prestasiemaatstawwe en -aanwysers ten volle behaal het.
3	**Ten volle doeltreffende prestasie**	Prestasie voldoen ten volle aan die standaarde wat op alle gebiede van die werk verwag word. Die beoordeling dui aan dat die personeellid ten volle doeltreffende resultate behaal het vir alle belangrike prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan.
2	**Prestasie nie ten volle doeltreffend nie**	Prestasie is in kerngebiede onder die standaard wat vir die werk verwag word. Prestasie voldoen aan sommige van die standaarde wat vir die werk verwag word. Die oorsig/evaluering dui aan dat die personeellid benede ten volle doeltreffende resultate bereik het vir meer as die helfte van die kern-prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan.
1	**Onaanvaarbare prestasie**	Prestasie voldoen nie aan die standaard wat vir die werk verwag word nie. Die oorsig/evaluering dui aan dat die personeellid benede ten volle doeltreffende resultate behaal het vir byna al die prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan. Die personeellid het nie die toewyding of vermoë gedemonstreer om prestasie te verhoog na die vlak wat vir die werk verwag word nie, ten spyte van pogings deur die bestuur om verbetering aan te moedig.

(3) ’n Algehele meting word bereken deur die evaluasiemetingsberekenaar soos verskaf in Aanhangsel D. Sodanige algehele meting verteenwoordig die uitkoms van die prestasiebeoordeling.

(4) Die jaarlikse prestasie-evaluasie moet ’n prestasiemeting vir die prestasiesiklus bepaal.

(5) Die personeellid wat geëvalueer word of die persoon wat ingevolge subregulasie (7) aangewys word, moet aan die toesighouer ’n portefeulje van bewys voorlê wat verband hou met sy of haar SPG’s vir die volledige prestasiesiklus.

(6) Die byhou en verskaffing van die portefeulje van bewys, wat die besluit oor die finale telling vir elke SPG en bevoegdheid steun, is die verantwoordelikheid van die personeellid.

(7) Ondanks subregulasie (6) kan die munisipale bestuurder kategorieë personeel daarvan vrystel om ’n portefeulje van bewys by te hou, in welke geval die munisipaliteit alternatiewe meganismes moet bepaal of ’n personeellid moet aanstel wat die portefeulje van bewys vir daardie personeellede sal byhou.

(8) Die evaluasie van die prestasie van die personeellid moet deur daardie lid se toesighouer of sy of haar gedelegeerde uitgevoer word.

(9) Die personeellid se toesighouer moet ’n rekord van alle evaluasievergaderings hou.

(10) Behoeftes ten opsigte van persoonlike groei en loopbaanontwikkeling wat gedurende enige prestasie-oorsig of -evaluasie geïdentifiseer word, tesame met die stappe en tydraamwerke waartoe ingestem is, moet in die personeellid se persoonlike ontwikkelingsplan opgeteken word.

(11) Wanneer die jaarlikse prestasie-evaluasie afgehandel is, moet die prestasie-evalueringsverslae en uitkomste aan departementele modereringsprosesse beoog in regulasie 39 onderwerp word.

Prestasiemoderering

39. (1) Die munisipale bestuurder moet departementele prestasiemodereringskomitees instel, wat jaarliks moet vergader.

(2) Prestasiemodereringsprosesse moet binne ’n redelike tydperk ná die einde van die prestasiesiklus plaasvind, maar nie later as ses maande ná die einde van die finansiële jaar nie.

(3) Die departementele prestasiemodereringskomitees moet soos volg saamgestel word:

(a) die relevante departementshoofde, wat as voorsitters in die komitees moet dien;

(b) alle bestuurders wat direk verantwoording moet doen aan die departementshoofde, wat hul uit die komitee moet onttrek voordat hul evaluerings deur die komitee oorweeg word; en

(c) ’n senior beampte van mensehulpbronne, wat raad, leiding en steun sal gee, insluitende om reëlings vir sekretariële dienste te tref.

(4) Die doel van die departementele prestasiemodereringskomitee is om—

(a) moderering van jaarlikse personeelprestasieresultate uit te voer om toe te sien dat die norme en standaarde vir prestasiebestuur- en -ontwikkelingstelsels op ’n regverdige, realistiese en konsekwente manier deur die hele departement toegepas word;

(b) die prestasie en bydrae van elke personeellid te evalueer en te vergelyk met sy of haar eweknieë vir die bereiking van departementele doelwitte;

(c) regverdigheid, konsekwentheid en objektiwiteit te verseker ten opsigte van verspreiding van prestasie-erkenning en -metings wat ontvang is vir ’n algemene begrip onder toesighouers van die prestasiestandaarde wat op elke vlak van die prestasiemetingskaal vereis word;

(d) die koste-implikasies vir die erkenning van prestasie van alle personeellede in die departement te bepaal;

(e) die gemodereerde prestasietellings vir alle personeellede by die munisipale modereringskomitee vir goedkeuring aan te beveel;

(f) toe te sien dat prestasiebelonings op bekostigbaarheid gegrond is;

(g) die impak te oorweeg van die prestasie-evaluerings op finansiële belonings en opsies vir verskeie vorme van erkenning;

(h) prestasiebelonings asook remediërende stappe aan te beveel vir prestasie wat benede doeltreffende prestasie geag word; en

(i) seker te maak dat die integriteit van die prestasiebestuur- en -ontwikkelingstelsel beskerm word.

(5) *(a)* Indien die departementele modereringskomitee rede het om te glo dat enige prestasie-evaluering deur die toesighouer nie aan die prestasienorme en -standaarde voldoen nie of dat daar ’n gebrek is aan bewys of inligting om die prestasiemeting van ’n personeellid te staaf, mag die departementele modereringskomitee nie die prestasiemetings van ’n personeellid herevalueer, wysig of aanpas nie, maar kan hulle die evaluering na die toepaslike

toesighouer terugverwys vir herevaluering in oorleg met die geraakte personeellid.

(b) By voltooiing van die herevaluering kan die departementele modereringskomitee weer vergader om die evaluering vir die betrokke personeellid te modereer.

(c) Indien die toesighouer versuim om die personeellid binne die vasgestelde tyd te herevalueer ten spyte van die versoek van die toepaslike owerheid om dit te doen, of die departementele modereringskomitee steeds rede het om te glo dat die prestasiemetings nie gestaaf is nie, kan die modereringskomitee die toesighouer op die hoër vlak versoek om die betrokke personeellid te herevalueer.

(d) Die geaffekteerde personeellid moet geraadpleeg word en die geleentheid gegee word om te reageer.

(6) Die munisipale raad moet ’n munisipale modereringskomitee instel, wat jaarliks moet vergader.

(7) Die munisipale modereringskomitee moet soos volg saamgestel word:

(a) die munisipale bestuurder, wat as die voorsitter van die komitee moet optree;

(b) alle departementshoofde;

(c) hoof van munisipale beplanning en organisatoriese prestasie;

(d) hoof van die munisipale interne oudit;

(e) ’n senior beampte van mensehulpbronne om leiding en raad te gee en steun te verskaf, insluitende reëlings vir sekretariële dienste; en

(f) ’n prestasiespesialis, waar van toepassing.

(8) Die doel van die munisipale modereringskomitee is om—

(a) toesig te hou oor die personeelprestasiebestuur- en -ontwikkeling-stelsel om seker te maak dat die prestasiebestuursproses geldig, regverdig en objektief is;

(b) die algehele prestasie-evalueringstelling vir personeel wat ná die departementele modereringsprosesse bepaal is, te modereer;

(c) toe te sien dat die finale individuele prestasietellings in elke graad en departement of direktoraat regverdig is;

(d) toe te sien dat die finale individuele evalueringsuitkoms ooreenstem met die prestasie van die munisipaliteit en die betrokke departement en met die posbeskrywing van die personeellid of direktoraat voor enige erkenning van prestasie oorweeg word;

(e) die persentasies vir die verdienstegebaseerde belonings te bepaal onderhewig aan bekostigbaarheid en die jaarlikse goedgekeurde munisipale begroting ingevolge artikel 16 van die Wet op Munisipale Finansiële Bestuur;

(f) gepaste erkennings vir verskillende vlakke van prestasie aan te beveel;

(g) gepaste remediërende stappe aan te beveel vir prestasie wat geag word substandaard te wees;

(h) die munisipaliteit raad te gee oor erkenning van prestasie, insluitende finansiële en niefinansiële belonings, waar van toepassing;

(i) potensiële uitdagings in die prestasiebestuurstelsel te identifiseer en gepaste oplossings aan die munisipale bestuurder aan te beveel;

(j) ontwikkelingsbehoeftes vir toesighouers te identifiseer om die integriteit van die prestasiebestuur- en -ontwikkelingstelsel te verbeter; en

(k) enige ander saak te oorweeg wat relevant geag kan word.

Prestasiebelonings

40. (1) ’n Prestasieverwante beloning—

(a) is na die goeddunke van die munisipaliteit; en

(b) kan toegestaan word aan ’n personeellid—

(i) wat op 30 Junie van elke finansiële jaar van ’n munisipaliteit die volle evalueringstydperk van 12 maande uitgedien het;

(ii) wat gedurende die prestasiesiklus binne die munisipaliteit oorgeplaas of horisontaal gesekondeer is;

(iii) wat vir drie maande of langer met ononderbroke goedgekeurde verlof is;

(iv) wat vir langer as drie maande op goedgekeurde kraamverlof is; en

(v) wat ’n prestasiemeting ontvang het van prestasie wat aansienlik bo verwagting of uitsonderlik is gedurende ’n prestasiesiklus ná moderering van prestasie-uitslae;

(c) mag nie toegestaan word nie aan ’n personeellid—

(i) wat ná 1 Julie van daardie prestasiesiklus aangestel is;

(ii) wat soos bepaal in regulasie 23 ’n proeftydperk uitdien;

(iii) wie se prestasietydperk minder as 12 maande is;

(iv) wie se diens vir ’n vaste termyn van minder as 12 maande is; of

(v) wie se pos opgegradeer is sonder ’n verandering in prestasie-ooreenkoms.

(2) ’n Munisipaliteit mag nie meer as 1,5% van sy jaarlikse salaris- en loonuitgawes aan prestasiebelonings vir personeel bestee nie.

Geskille oor prestasie-ooreenkomste en -evaluering

41. (1) Enige geskil oor prestasie-doelwitte of -mikpunte moet bemiddel word deur die betrokke hoof van die departement of direktoraat van die personeellid aan wie hierdie funksie gedelegeer is. Indien die geskil nie tot die bevrediging van die personeellid opgelos is nie, kan die personeellid ’n grief aanhangig maak ingevolge die toepaslike prosedures.

(2) Enige geskil wat verband hou met die sluit van ’n prestasie-ooreenkoms of ’n wysiging aan die prestasie-ooreenkoms moet verwys word na die hoof van die toepaslike departement of direktoraat nie later nie as vyf dae ná die grief ingevolge die toepaslike prosedures aanhangig gemaak is.

(3) ’n Geskil beoog in subregulasie (2) moet binne een maand ná ontvangs van die geskil deur die departementshoof opgelos word, ná—

(a) oorweging van die vertoë van die betrokke personeellid en sy of haar toesighouer; en

(b) oorleg met die hoof van mensehulpbronne.

(4) ’n Personeellid wat nie met die uitkoms van die prosedure in subregulasie (3) tevrede is nie, kan ’n geskil aanteken ingevolge die geskil-beslegtingsmeganismes van die bedingingsraad.

Bestuur van substandaardprestasie

42. (1) 'n Personeellid wat ingevolge die Vyfpuntmetingstabel beoog in regulasie 38(2) 'n prestasiemeting onder 3 ontvang, moet—

(a) bygestaan word om sy of haar bevoegdhede deur opleiding en toesig te ontwikkel; en

(b) 'n hersiene persoonlikeontwikkelingsplan saam met sy of haar toesighouer ontwikkel.

(2) Die persoonlikeontwikkelingsplan moet ten minste die volgende bevat—

(a) 'n beskrywing van die gedrag en vaardighede wat verbetering benodig;

(b) 'n beskrywing van die stappe wat onderneem sal word om die geïdentifiseerde gedrag en vaardighede wat verbetering benodig, te verbeter;

(c) die spertye vir verbetering;

(d) 'n rooster van vergaderings om verbeterings te evalueer en terugvoer te gee; en

(e) besonderhede van die potensiële gevolge indien daar geen verbetering in prestasie is nie.

(3) Die vergaderings om verbeterings te evalueer en om terugvoer te gee moet skriftelik opgeteken word.

(4) Die persoonlikeontwikkelingsplan om prestasieverbetering te bestuur moet 'n maksimum tydperk van ses maande dek, aan die einde waarvan 'n formele evaluasie van prestasie moet plaasvind.

(5) Die volgende alternatiewe moet oorweeg word ten opsigte van 'n personeellid wie se prestasie nie verbeter het tot 'n prestasie wat ten volle doeltreffend is nie:

(a) Voortsetting van die stappe waarna verwys word in die persoonlike ontwikkelingsplan;

(b) alternatiewe stappe om prestasie te verbeter;

(c) bied die personeellid 'n alternatiewe werk in die munisipaliteit aan wat beter pas by die personeellid se gedrag en vaardighede; of

(d) afdanking weens onvermoë ingevolge die bepalings van die Wet op Arbeidsverhoudinge.

(6) Swak werkprestasie moet ooreenkomstig item 9 van Bylae 8 by die Wet op Arbeidsverhoudinge hanteer word.

Prestasiebestuur van personeellede wat in poste waarneem

43. Indien daar van ’n personeellid verwag word om vir langer as drie maande in ’n pos waar te neem, moet die toesighouer aan wie die waarnemende personeellid rapporteer, die SPG’s en SPA’s in oorleg met die waarnemende personeellid hersien en die SPG’s en SPA’s in die personeellid se gewysigde prestasie-ooreenkoms insluit.

HOOFSTUK 5

VAARDIGHEIDSONTWIKKELING

DEEL A

OOGMERKE

Oogmerke

44. (1) Vaardigheidsontwikkeling moet—

(a) die bereiking van die munisipaliteit se doelwitte uiteengesit in die Geïntegreerde Ontwikkelingsplan steun deur kritieke vaardighede te verskaf wat die lewering van gehaltedienste verseker;

(b) die ontwikkeling en behoud van bevoegde munisipale personeel bevorder, insluitende die ontwikkeling van tegniese, professionele en spesialispersoneel wat die nodige kwalifikasies en vaardighede het;

(c) die diensbillikheidsdoelwitte van ’n munisipaliteit steun;

(d) gegrond wees op verskaffing van hoë gehalte en doeltreffende werkplekleer- en -ontwikkelingspraktyke, insluitende afrigting, mentorskap, leer terwyl jy werk en geleenthede vir die praktiese toepassing van vaardighede in die werkplek;

(e) die resultate en die opbrengs op leerbeleggings daarvan voortdurend probeer verbeter, deur mates van sukses te definieer, gereelde evaluasies te hou en die impak van leer, opleiding en ontwikkeling te verbeter; en

(f) ontwerp wees om ander kapasiteitsbouprogramme in munisipaliteite te steun en versterk.

(2) ’n Personeellid moet verantwoordelikheid neem vir sy of haar ontwikkeling en eie loopbaangroei.

(3) ’n Munisipaliteit moet sy personeellede steun deur—

(a) die vaardighede wat nodig is vir take duidelik te stel, gepaste vaardigheidsbehoeftes te identifiseer en geleenthede te ontwikkel om in die vaardigheidsbehoeftes te voorsien;

(b) nuwe vaardighede en kennis te identifiseer wat personeel nodig het om hul loopbaangroei en -vordering te steun;

(c) leergeleenthede te skep wat hul personeel sal toelaat om die vaardighede en kundigheid te ontwikkel wat hulle in staat sal stel om doeltreffend vir plasing in nuwe of vakante poste mee te ding; en

(d) toe te sien dat vaardigheidsontwikkeling ’n SPG is in senior bestuurders en toesighouers se prestasie-ooreenkomste. Dit is daarop gerig om loopbaanontwikkeling deur konsultasies met personeellede te bevorder.

(4) Die vaardigheidsontwikkelingproses behels beplanning, vaardigheidsevaluering, implementering en hersiening.

DEEL B

BEPLANNING VAN VAARDIGHEIDSONTWIKKELING

Ooreenstemming met strategiesebeplanning-siklusse

45. Die bepaling van munisipale vaardigheidsbehoeftes, prioriteite en begrotings moet—

(a) een keer elke vyf jaar ontwikkel word aan die begin van die proses vir die Geïntegreerde Ontwikkelingsplan en kan daarna jaarliks hersien word; en

(b) in ooreenstemming met die strategiese beplanningsiklusse wees wat verband hou met die—

(i) geïntegreerde ontwikkelingsplan;

(ii) munisipale begroting;

(iii) beplanning van mensehulpbronne; en

(iv) prestasiebestuursiklus.

Bepaling van vaardigheidsbehoeftes

46. Vaardigheidsbehoeftes in munisipaliteite moet bepaal word deur die volgende te doen—

(a) ontleding van vaardigheidsbehoeftes, waarin die munisipaliteit vaardigheidsbehoeftes op munisipale en departementele vlak moet identifiseer gegrond op kritieke rolle, werkkategorieë en gepaardgaande bevoegdhede; en

(b) ’n personeelvaardigheidsoudit, wat vaardigheidsbehoeftes vir elke personeellid moet identifiseer gegrond op spesifieke bevoegdheidsbehoeftes wat verband hou met huidige rolle en toekomstige loopbaanambisies.

Ontleding van vaardigheidsbehoeftes

47. (1) Elke munisipaliteit moet ’n ontleding van vaardigheidsbehoeftes doen wat die munisipaliteit se vaardigheidsbehoeftes ontleed en die vaardigheidsbeperkings op dienslewering in die munisipaliteit as geheel en in elke departement of funksie evalueer.

(2) Die ontleding van vaardigheidsbehoeftes moet die prioriteitsbehoeftes aan vaardighede identifiseer, wat, indien dit doeltreffend ontwikkel word, ’n merkbare impak op die munisipaliteit se prestasie sal hê.

(3) Die proses om die vaardigheidsbehoeftes te identifiseer moet—

(a) gerig word deur die lys kritieke en skaars vaardighede vir die sektor wat deur die Minister van Hoër Onderwys en Opleiding gepubliseer is, naamlik die Local Government: Competency Framework for Mainstream Occupations and Career Streams, vertaal in Aanhangsel A;

(b) die verwante institusionele kapasiteitsbehoeftes en werkplekvaardigheidsplan van die munisipaliteit in ag neem; en

(c) alle belangrike rolle in die munisipaliteit dek, insluitende—

(i) bestuur en leierskap;

(ii) tegniese, spesialis-, professionele en administratiewe rolle; en

(iii) gespesifiseerde behoeftes vir prioriteitsvaardighede.

(4) Die ontleding van vaardigheidsbehoeftes moet gegrond wees op—

(a) 'n strategiese evaluasie van vaardigheidsbehoeftes wat die dienslewering en prestasie van die munisipaliteit en elk van sy departemente of funksies in die afgelope jaar beperk het;

(b) 'n hersiening van gemeenskapsterugvoerinligting en 'n evaluering of die gebrek aan vaardighede bygedra het tot die tekortkominge ten opsigte van dienslewering;

(c) 'n hersiening van die doeltreffendheid van die implementering van vorige ontwikkelingsprogramme en ingrypings vir prioriteitsvaardighede; en

(d) 'n ontleding van individuele personeellede se persoonlikeontwikkelingsplanne om gemeenskaplike vaardigheidsbehoeftes dwarsoor werkskategorieë te identifiseer.

Oudit van personeelvaardighede

48. (1) 'n Munisipaliteit moet deur middel van programme of stelsels bepaal deur die Minister 'n vaardigheidsontleding doen om die vaardigheidsbehoeftes van personeellede ten opsigte van hul huidige rolle vas te stel.

(2) 'n Vaardigheidsoudit kan die volgende insluit—

(a) biografiese oudits, insluitende inligting oor die opvoedkundige kwalifikasies en ondervinding van die personeellid;

(b) persepsiegebaseerde evaluerings; en

(c) bewysgebaseerde evaluerings, insluitende evaluerings wat van psigometriese instrumente gebruik maak.

(3) 'n Vaardigheidsoudit moet een keer elke vyf jaar gedoen word, binne 24 maande ná die verkiesing van die nuwe raad van 'n munisipaliteit.

Evaluering ter erkenning van vorige leer

49. (1) ’n Evaluering ter erkenning van vorige leer bepaal ’n personeellid se vaardighede en kennis wat verkry is deur formele of informele opleiding uitgevoer deur bedryfs- of opvoedkundige instellings, werksondervinding en indiensopleiding.

(2) ’n Evaluering ter erkenning van vorige leer moet uitgevoer word—

(a) deur diensverskaffers wat deur die betrokke Onderwys en Opleiding Gehalteversekeringsliggaam geakkrediteer is; en

(b) in ooreenstemming met die bepalings van die Nasionale Kwalifikasieraamwerk ingestel ingevolge die “National Qualifications Framework Act, 2008” (Wet No. 67 van 2008).

Persoonlike ontwikkelingsplanne

50. (1) Elke personeellid moet ’n persoonlike ontwikkelingsplan hê wat die strategieë uiteensit om—

(a) aandag te gee aan die personeellid se ontwikkelingsbehoeftes en spesifieke vaardighede wat ontwikkel moet word vir sy of haar huidige rolle wat in die vaardigheidsoudit geïdentifiseer is, en die leeringrypings wat nodig is om daardie vaardighede te ontwikkel; en

(b) nuwe vaardighede te ontwikkel en blootstelling aan nuwe werkgebiede te gee, in ooreenstemming met die strategiese doelwitte van die munisipaliteit.

(2) Die persoonlike ontwikkelingsplan moet die vaardigheidsoudit en die vereistes van die prestasiebestuurstelsel in ag neem.

(3) ’n Personeellid mag slegs opleiding ondergaan wat—

(a) in ’n persoonlike ontwikkelingsplan bevat word; of

(b) deur die munisipale bestuurder of sy of haar gedelegeerde goedgekeur is.

Werkplekvaardigheidsplan

51. (1) 'n Munisipaliteit moet 'n werkplekvaardigheidsplan ontwikkel wat voortvloei uit die uitkomstes van die institusionele ontleding van vaardigheidsbehoeftes en die individuele vaardigheidsoudits.

(2) Die werkplekvaardigheidsplan moet die volgende insluit—

(a) Die vaardigheidsbehoeftes wat 'n prioriteit is vir die munisipaliteit en elke departement of funksie;

(b) die gepaardgaande ingrypings wat die munisipaliteit van voorneme is om uit te voer; en

(c) 'n samevatting van die leer- en ontwikkelingsinisiatiewe van personeel se persoonlike ontwikkelingsplanne.

(3) Die werkplekvaardigheidsplan moet ingesluit word in die munisipaliteit se geïntegreerde ontwikkelingsplan.

(4) 'n Munisipaliteit moet jaarliks op 30 April 'n voltooide werkplekvaardigheidsplan by die LGSETA indien.

Begroting vir vaardigheidsontwikkeling

52. (1) 'n Munisipaliteit moet 'n vaardigheidsontwikkelingsbegroting instel wat befondsing verskaf vir opleiding en ontwikkeling wat in die plan vir werkplekvaardigheidsplan geïdentifiseer is.

(2) Befondsing vir opleiding en ontwikkeling van personeel sal verkry word van—

(a) 'n munisipaliteit se eie opleidingsbegroting;

(b) die vaardigheidsontwikkelingsheffings soos voorgeskryf ingevolge die Wet op Vaardigheidsontwikkelingsheffings, 1999 (Wet No. 9 van 1999);

(c) diskresionêre en verpligte toelaes ontvang van LGSETA; en

(d) kapasiteitsboutoelaes van die provinsiale en nasionale regering.

DEEL C

IMPLEMENTERING VAN VAARDIGHEIDSONTWIKKELING

Soorte vaardigheidsontwikkelingsprogramme

53. ’n Munisipaliteit moet daarop fokus om prioriteitsvaardighede te ontwikkel deur—

(a) gestruktureerde leerprogramme, wat leerlingskappe, vakleerlingskappe, tegnici-in-opleidingsprogramme en gegradueerdes-in-opleidingsprogramme kan insluit;

(b) gestruktureerde indiensleer en -ontwikkeling, wat die volgende kan insluit—

(i) professionele afrigting van personeellede deur ’n eksterne of interne deskundige afrigter, waar sodanige vermoë bestaan;

(ii) afrigting van personeel deur toesighouers, insluitende om ’n personeellid te lei om nuwe vaardighede te ontwikkel;

(iii) mentorskap van personeel om tegniese, professionele of spesialisvaardighede te verwerf, wat gestruktureerde mentorskapprogramme kan insluit;

(iv) die skepping van werkblootstellingsgeleenthede wat leer en/of vaardigheidsontwikkeling kan bespoedig, insluitende—

(aa) toewysing van personeellede aan ’n bepaalde projek;

(bb) sekondering van ’n personeellid na ’n ander departement of werkgebied om die personeellid se blootstelling aan ander werkprosesse en -stelsels te vergroot;

(cc) die toewysing van meer verantwoordelikhede aan ’n personeellid;

(dd) rotasie van personeel deur die volle reeks aktiwiteite van ’n bepaalde proses of departement; en

(ee) werkwaarneming, waar ’n personeellid die geleentheid gegee word om ’n meer senior kundige of bestuurder by die werk waar te neem, wat die personeellid in staat stel om komplekser en uitdagender rolle op ’n gestruktureerde en veilige manier te verstaan; en

(c) programme vir professionele ontwikkeling.

Verpligtinge van munisipaliteit

54. (1) Toesighouers moet die ontwikkeling van werknemers verseker deur die hertoewysing, rotasie en sekondering van personeellede tussen funksies in ’n

munisipaliteit, met behoorlike inagneming van dienslewerings vereistes, waar van toepassing.

(2) ’n Munisipaliteit moet die doeltreffende bestuur van die gehalte van leerverskaffing verseker, veral leerverskaffing deur eksterne opleidingsverskaffers.

(3) Toesighouers moet aangemoedig word om afrigtingsvaardighede te verwerf en behoort personeellede wat aan hulle rapporteer aktief af te rig en hul ontwikkeling steun.

(4) ’n Munisipaliteit behoort die aanstelling te prioritiseer van personeelmentors wat deskundiges is op hul gebied om gestruktureerde vaardigheidsoordrag te steun om die vereiste spesialis- en tegniese vaardighede ten opsigte van prioriteitsrolle te bereik.

DEEL D

OORSIG VAN VAARDIGHEIDSONTWIKKELING

Evaluasie van gehalte en impak van vaardigheidsontwikkeling

55. (1) 'n Munisipaliteit moet—

(a) gereelde evaluasies van die werkplekvaardigheidsplan, persoonlike ontwikkeling en die implementering daarvan onderneem; en

(b) sy leerprogramme aanpas om die doeltreffendheid daarvan te verbeter, insluitende die impak wat dit het om die vaardigheidsbeperkings op dienslewering te verminder.

(2) 'n Munisipaliteit moet verseker dat—

(a) elke toesighouer jaarliks verslag doen van vordering met die implementering van die persoonlike ontwikkelingsplanne van personeel en die ander programme wat in die werkplekvaardigheidsplan vervat word;

(b) die uitwerking van die implementering van persoonlike ontwikkelingsplanne vir personeel geëvalueer word;

(c) evaluasies, wat gebruik maak van standaarde bepaal deur die Minister, reageer op prioriteitsleerprogramme en bydra tot die ontwikkeling van vaardighede wat verbeterde prestasie en dienslewering tot gevolg het; en

(d) gereelde vaardigheidsontwikkelingverslae en evaluasieresultate—

(i) met die wyer kapasiteitsbou-inisiatiewe van die munisipaliteit geïntegreerword; en

(ii) aan die betrokke provinsiale en nasionale kapasiteitsboustrukture gerapporteer word.

DEEL E

BETALING VIR VAARDIGHEIDSONTWIKKELINGPROGRAMME

Betalingsvoorwaardes

56. (1) ’n Munisipaliteit kan instem om die volle bedrag, of ’n deel daarvan, te betaal vir ’n personeellid se leerprogram en vir redelike reis- en verblyfkoste by ontvangs van amptelike bewys van die gestruktureerde leerprogram volgens die munisipale opleidingsbeleid.

(2) ’n Munisipaliteit wat instem om vir ’n leerprogram te betaal, moet van die personeellid vereis om vir ’n redelike tydperk ná voltooiing van die program vir die munisipaliteit te werk, by gebreke waarvan die personeellid die koste, of ’n deel van die koste, van die program moet terugbetaal.

(3) Ondanks subregulasie (1), indien ’n personeellid nalaat om ’n leerprogram by te woon of dit nie slaag nie, moet die munisipaliteit die koste wat met die program gepaardgaan, verhaal ná nakoming van artikel 34 van die Wet op Basiese Diensvoorwaardes.

HOOFSTUK 6

GESKILBESLEGTIGING

Griewe

57. Griewe moet hanteer word in gevolge die bepalings van die kollektiewe ooreenkoms soos gesluit in die Bedingingsraad vir plaaslike bestuur.

HOOFSTUK 7

DISSIPLINÊRE KODE EN PROSSEDURE

Dissipline

58. Disssiplinêre aangeleenthede moet hanteer word in gevolge die bepalings van die kollektiewe ooreenkoms soos gesluit in die Bedingingsraad vir plaaslike bestuur.

HOOFSTUK 8

VERGOEDINGSVERWANTE AANGELEENTHEDE

Vergoeding

59. Vergoeding moet hanteer word in gevolge die bepalings van die kollektiewe ooreenkoms soos gesluit in die Bedingingsraad vir plaaslike bestuur.

HOOFSTUK 9

ALGEMEEN

Delegasies

60. (1) Die munisipale raad kan enige funksie wat ingevolge hierdie Regulasies aan hom toegewys is, skriftelik delegeer, met dien verstande dat dit aan artikel 59 van die Wet voldoen.

(2) Die munisipale bestuurder kan enige funksie wat ingevolge hierdie Regulasies aan hom of haar toegewys is, skriftelik delegeer, met dien verstande dat die delegering—

(a) aan die beginsels uiteengesit in artikel 59 van die Wet voldoen; en

(b) goedgekeur is deur die munisipale raad ooreenkomstig die stelsel van delegasies soos beoog in artikel 59(4) van die Wet.

Teenstrydighede tussen verskillende tekste

61. In die geval van ’n teenstrydigheid tussen verskillende tekste van die Regulasies, geld die Engelse teks.

Oorgangsreëlings

62. Hierdie Regulasies raak nie die geldigheid van ’n dienskontrak wat voor die maak van hierdie Regulasies gesluit is nie.

Personeelrekords

63. (1) ’n Munisipale bestuurder moet rekord hou van elke personeellid in ’n munisipaliteit en dit dikwels bywerk.

(2) Rekords beoog in subregulasie (1) moet oor beskik word ingevolge die Wet op die Nasionale Argief en Rekordsdiens van Suid-Afrika.

Herroeping van regulasies

64. Hoofstuk 2 van die Plaaslike Regering: Regulasies oor die Aanstelling en Diensvoorwaardes van Senior Bestuurders soos gepubliseer in Goewermentskennisgewing No. 21 van 17 Januarie 2014, en alle bepalings daarvan gemaak en in werking kragtens die Wet word hierby herroep.

Kort titel en inwerkingtreding

65. Hierdie Regulasies heet die Plaaslike Regering: Regulasies vir Munisipale Personeel en tree op 1 Julie 2022 in werking.

AANHANGSEL A

PLAASLIKE REGERING: BEVOEGDHEIDSRAAMWERK VIR HOOFSTROOMBEROEPE EN LOOPBAANSTROME

1. Oorsig oor die bevoegdheidsraamwerk

Die bevoegdheidsraamwerk bemoontlik die integrasie van mensehulpbronprosesse. Dit word beskou as die ruggraat van die talentbestuursproses, soos werwing en keuring, individuele prestasiebestuur, opvolgingsbeplanning, loopbaanontwikkeling, opleiding en ontwikkeling en beloning en vergoeding.

Die bevoegdheidsraamwerk standaardiseer ’n aantal prosesse en maak dit deursigtig. Dit verskaf ’n meer objektiewe en akkurate evaluering van individue, wat die munisipaliteit in staat stel om die regte mense te keur en te werf, kritieke ontwikkelingsgebiede te identifiseer en mense betyds te bevorder. Dit behoort van hulp te wees om seker te maak dat alle personeel weet en bewus is van wat benodig word om in die munisipaliteit sukses te behaal.

Ten opsigte van werwing en keuring verskaf die bevoegdheidsraamwerk ’n meer objektiewe en akkurater evaluering van individue wat die munisipaliteit in staat stel om die regte mense in die regte werk en op die regte vlak werk en bevoegdheid te keur en te werf. Dit lê ten grondslag aan die posbeskrywing, bevoegdheidsprofiel, onderhoudsprosesse en enige ander evaluerings wat tydens die keuringsproses onderneem word.

Die bevoegdheidsraamwerk help om die individuele prestasiebestuursproses te standaardiseer. Dit maak dit meer deursigtig en verskaf ’n meer objektiewe en akkurate grondslag van evaluering. Individue word teen die bevoegdhede op hul werkvlak gemeet word en teen die bevoegdhede van die volgende vlak om hul bevorderingspotensiaal te evalueer en daarvolgens kan prestasieteikens gerek word. Die bevoegdheidsraamwerk stel individue in staat om hul sterkpunte en ontwikkelingsgebiede te verstaan en om die opleiding- en ontwikkelingsingrypings te identifiseer om die bevoegdhede wat nodig is vir optimale prestasie, te verwerf.

Die bevoegdheidsraamwerk kan die meeste individue help om hul loopbaan in die munisipaliteit te ontwikkel. Dit beskryf die werkleer en bevoegdhede vir elke werk op daardie leer in hooftrekke. Bestuurders kan gevolglik ’n individu se bevoegdheid ten opsigte van beroepe in die loopbaanstroom evalueer en vasstel of hulle gereed is vir bevordering op hul gedefinieerde loopbaan. Verder kan individue met groot potensiaal, wat deur individuele prestasiebestuur en ander evaluerings geïdentifiseer is, ontwikkel word in ooreenstemming met die bevoegdhede in die gepaste loopbaan sodat hul vordering op die loopbaanleer kan versnel. Dit dien as ’n behoudmeganisme om kern- kritieke en skaars vaardighede te behou.

Ondanks elke poging wat aangewend is om alle beroepe in plaaslike regering in te sluit, is party beroepsbane moontlik uitgelaat of in so ’n mate gespesialiseer dat die vlekke van werk nie binne ’n loopbaanstroom gedefinieer kan word nie. In so ’n geval moet ’n munisipaliteit die loopbaanstroom identifiseer wat die naaste aan die toepaslike bedryfstroom is ten opsigte van die amp, kwalifikasies, bevoegdhede, vaardighede en kennis in enige van die voorgeskrewe bevoegdheidsraamwerke.

2. Toepassing

Die toepassing van bevoegdhede is noodsaaklik om ’n deurlopende draad deur verskeie mensehulpbronprosesse te verseker. Om konteks te gee aan die toepassing van bevoegdhede is bevoegdheidsraamwerke vir beroepstrome in plaaslike regering nodig om die minimum vereistes vir sukses te stel in enige posisie wat die persoon in die munisipaliteit werk, beklee.

3. Uitleg

Bevoegdheidsraamwerke gee ’n aanduiding van die vaardighede, kennis en ondervinding wat nodig is vir iemand om suksesvol te wees in ’n spesifieke werk.

Die raamwerk word in Figuur 1 geïllustreer. Ingevolge die raamwerk is daar hoofsaaklik vyf boustene of stelle bevoegdhede wat tot ’n individu se prestasie in ’n spesifieke werk bydra. Dit sluit in:

(a) kennis/werkstrekwydte, ondervinding en kwalifikasies

(b) professionele/funksionele bevoegdheid (bevoegdheid op die funksionele en tegniese gebiede van die werk)

(c) persoonlike bevoegdhede

(d) staatsdiensoriëntasie-bevoegdhede

(e) bestuurs-/leierskapsbevoegdhede.

Figuur 1: Toepassing van die Bevoegdheidsraamwerk

Die bevoegdheidsraamwerk erken dat munisipaliteite in plaaslike regering kenmerkend op kernklusters van dienslewering fokus, soos gedefinieer in die Grondwet van die Republiek van Suid-Afrika, 1996. Dit word in die algemeen gedefinieer as Ontwikkeling en Stadsbeplanning, Tegniese Dienste, Gemeenskapsdienste, Korporatiewe Dienste en Finansiële Dienste.

Onder elk van hierdie klusters is daar kern- funksionele gebiede wat die implementering van dienslewering steun ten opsigte van die mandaat van plaaslike regering. Om ’n gestandaardiseerde benadering tot mensehulpbronprosesse vir bevoegdheidsmeting in elke kern- funksionele gebied te bewerkstellig, word funksionele, spesifieke loopbaan- of professionele strome gedefinieer ter ondersteuning van die professionele minimum bevoegdheid wat nodig is om werk in die funksionele gebied uit te voer. Dit is in wese die bevoegdheidsraamwerke. Die bevoegdheidsraamwerke wat ontwikkel word, sal ’n duidelike begrip verseker van die bevoegdhede soos gedefinieer in professionele of funksionele bevoegdheid, staatsdiensoriëntasie-bevoegdheid, persoonlike bevoegdheid en bestuursbevoegdheid.

Die bevoegdheidsraamwerk sal ’n aanduiding gee van die tipiese titels, minimum kennisvereistes, ondervinding en kwalifikasies en die vlakke van bevoegdheid soos uiteengesit teen ’n groep bevoegdhede wat per loopbaanstroom gedefinieer is.

Elke bevoegdheidsraamwerk bestaan uit bevoegdhede soos gedefinieer vir die betrokke loopbaanstroom en dan bevoegdheidsvlakke wat tussen drie tot vyf vlakke wissel. Die vlakke van bevoegdheid in party loopbaanstrome is beperk tot slegs drie vlakke aangesien die vertolking van werkvereistes duidelik die toepassing van so ’n funksie of kerntake tot net drie vlakke van werk beperk. In gevalle waar die loopbaanstroom in professionele beroepe op intreevlakprofessioneel begin en tot hoof- professionele vlak vorder, is werk gewoonlik van ’n soortgelyke aard en kan dit verskil in kompleksiteit, verantwoordelikheid, toepassing van kennis en ondervinding; gevolglik sal dit duidelik bevoegdheid oor vyf verskillende vlakke motiveer, bv. Assistentingenieur, Ingenieur, Senior Ingenieur, Eerste Ingenieur, Hoofingenieur.

Die toepassing van die bevoegdheidsvlakke beskryf die minimum vlak van bevoegdheid wat op ’n sekere vlak nodig is. Dit beskryf werk ten opsigte van die vereistes van die posisie in ’n

munisipaliteit en kan dus in enige plaaslike, distriks- of metropolitaanse munisipaliteit toegepas word.

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BYLAE A: PLAASLIKE REGERING: BEVOEGDHEIDSRAAMWERK VIR HOOFSTROOMBETREKKINGS EN LOOPBAANSTROME

KERN- FUNKSIONELE GROEPE VAN PLAASLIKE REGERING WAT DIE AGTERGROND VERSKAF VIR DIE LOOPBAANSTROOM WAARAAN BEVOEGDHEDE EN MINIMUM VEREISTES GEKOPPEL SAL WORD

GROEPE	ONTWIKKELING EN STADSBEPLANNING	TEGNIESE DIENSTE	GEMEENSKAPS-DIENSTE	KORPORATIEWE DIENSTE	FINANSIES
FUNKSIES	• Plaaslike ekonomiese ontwikkeling • Maatskaplike ontwikkeling • Ruimtelike beplanning/ Beplanning en bou-ontwikkeling/ Stadsontwerp • Omgewingshulpbron-bestuur • Menslike nedersettings • Bestuur van geomatika en ruimtelike data • Eiendomsbestuur	• Vervoer • Paaie en stormwater • Water en sanitasie • Soliede afval • Elektrisiteit/energie • Vlootbestuur • Meganiese werkswinkels • Laboratoriums • Wetenskap	• Gesondheidsdienste • Parke en ontspanning • Biblioteke • Strategiese bates • Gemeenskaps-fasiliteite • Verkeersdienste • Wetstoepassing • Metropolisie • Ramp-/risikobestuur • Brand- en reddingsdienste • Openbare noodkommunikasie-sentrums • Ramp-/risikobestuur-sentrums	• Mensehulpbronne • Regsdienste • Inligtingstelsels en tegnologie • Forensiese dienste • Interne ouditering • Geïntegreerde ontwikkelingsbeplanning • Kommunikasie • Bestuur van munisipale kantore en fasiliteite • Uitvoerende steundienste (insl. komiteedienste, steun aan raadslede) • Ombudsman	• Inkomste • Tesourie • Begrotings • Aanbodkettingbestuur • Uitgawes • Waardasies
BEVOEGDHEIDS-RAAMWERKE OOR FUNKSIONELE GROEPE	• Beplanningsprofessie • Stadsontwerp • Argitektuur • Bou-inspekteurs • Ekonomiese ontwikkeling • Planinspekteurs • Ingenieurs • Ingenieurstegnici • Ingenieurstegnoloë	• Beplanningsprofessie • Stadsontwerp • Argitektuur • Ingenieurs • Ingenieurstegnici • Ingenieurstegnoloë • Tegniese laboratoriumassistente • Laboratoriumtegnici • Wetenskaplikes	• Gespesialiseerde omgewings-gesondheid (luggehalte) • Omgewingsgesond-heidspraktisyns • Mediese beroepe insluitende verpleging • Apteekdienste	• Komiteedienste • Kommunikasie • Forensiese dienste • Mensehulpbronne • Geïntegreerde ontwikkelingsbeplanning • Bestuur van onroerende eiendom/bates • Interne ouditering • Inspekteurs/ombudsman	• Meterlesing (inspekteurs) • Aanbodkettingbestuur • Waardeerders • Rekeningkundiges ➢ Inkomste ➢ Tesourie ➢ Begrotings

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	• Veldbeamptes (teengrondbesetting) • Eiendomsbestuur • Bourekenaars • Fasilitering van maatskaplike ontwikkeling • Spesiale projekte van maatskaplike ontwikkeling	• Monsternemings-dienste • Bourekenaars • Proseskontroleur • Prosesoperateur	• Gesondheids-bevordering • Brand en redding • Bibliotekarisse • Lewensredders • Personeel in uniform, insluitende: ➢ Verkeer ➢ Wetstoepassing ➢ Metropolisie	• Inligtingstegnologie • Regsdienste • Drukkersdienste • Rekordbestuur	
GENERIESE OORKRUIS LOOPBAAN-STROME/ BEVOEGDHEIDS-RAAMWERKE	• Administratiewe steun • Ambagte • Fasiliteitsbestuur • Finansies • Bestuur/leierskap • Administratiewe steun vir projekte • Projek-/programbestuur • Toesighouers/Voorman • Geomatika • Geografiese inligtingstelsels • Operasioneel, insluitende— ➢ Arbeider/werker ➢ Senior arbeider/Senior werker ➢ Nutsman/Senior nutsman ➢ Operateurs van ligte toerusting ➢ Operateurs van klein aanlegte ➢ Operateurs van meganiese aanlegte ➢ Drywer graad 1/2/3 ➢ Drywer spesiale kategorie ➢ Chauffeur				

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ADMINISTRATIEWE BEVOEGDHEIDSRAAMWERK

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is 'n riglyn en word gevolglik nie hiertoe beperk nie)**	• Klerk • Koerier • Kantoorassistent • Datavaslegger • Ontvangspersoon	• Assistent- administratiewe beampte • Stoorklerk • Spesialis-/Senior klerk • Inbelsentrumagente • Kantooradministrateur • Sekretaris	• Administratiewe toesighouer • Depot-administrateur • Administratiewe beampte • Persoonlike assistent/Senior • Uitvoerende sekretaresse • Inbelsentrumspanleier	• Kantoorbestuurder • Administratiewe bestuurder • Inbelsentrumtoesighouer
KENNIS EN OMVANG VAN WERK	• Voorsien roetine- klerklike steun en volg standaardprosedures; en • Werk onder direkte toesig.	• Voer komplekse administratiewe funksies uit wat gespesialiseerde kennis verg; en • Werk onder beperkte toesig.	• Gespesialiseerde kennis van administratiewe prosesse en prosedures in ('n) funksionele gebied(e); • Hou toesig oor meer junior klerkpersoneel; en • Kennis van Argiefwet.	• Volle omvang van administratiewe kennis in die bestuur van 'n funksie; • Bestuur administratiewe en klerklike personeel; en • Kennis van Argiefwet.
ONDERVINDING	• 0-2 jaar ondervinding	• 2-5 jaar toepaslike ondervinding	• 5-8 jaar toepaslike ondervinding met ondervinding as toesighouer	• 8 of meer jaar toepaslike ondervinding, waarvan 2 jaar op toesighouersvlak moet wees
KWALIFIKASIE	• Graad 12; en • Rekenaargeletterdheid: MS Office	• Graad 12; en • Rekenaargeletterdheid: MS Office	• Graad 12; • Rekenaargeletterdheid: MS Office; en	• 'n Toepaslike driejaar-tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of B-graad; en

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			• Persoonlike assistent/senior/uitvoerende sekretaresse vereis ook 'n toepaslike sekretariële sertifikaat.	• Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Skriftelike kommunikasie Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.	• Lees en verstaan basiese dokumente; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Berei oorwoë skriftelike kommunikasie van hoë gehalte voor, wat die volgende kan insluit: briewe, memorandums, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Berei oorwoë verslae van hoë gehalte voor vir besluitneming in die organisasie; en • Aanvaar toesigverantwoordelikheid om minder ervare praktisyns en ondergeskiktes se werk te hersien en te redigeer.
2. Mondelinge kommunikasie Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier te artikuleer.	• Kan basiese verbale instruksies van meerderes en kollegas verstaan; en • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word.	• Openbaar bevoegdhede uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.
3. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike munisipale standaarde te verseker.	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Voer gehaltekontrole uit van ondergeskiktes se werk vir foute en weglatings voor indiening; • Maak seker dat alle besonderhede van 'n taak uitgevoer word; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat moontlik weggelaat is; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.

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		• Kontroleer teen standaarde en regulasies.		
4. Invloed Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.	• Het daagliks interaksie met verskeie kliënte/belangheb-bendes; en • Beantwoord basiese vrae beleefd en behulpsaam.	• Openbaar bevoegdhede uit vlak 1; • Gee opsies vir optrede deur kliënte/belanghebbendes uit 'n reeks beskikbare optredes; en • Voer opsie deur wat die kliënt/belanghebbende gekies het binne die perke van vasgestelde prosedure.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n reeks opsies vir optrede deur kliënt/belanghebbende vas; • Gee opsies en aanbeveling van voorkeuropsie aan kliënt/belanghebbende; • Gee redes vir voorkeuropsie; en • Voer finale besluit deur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiële gevolge • Besluit oor beste opsie in risikoprofiel; • Skep verstandhouding met kliënt/belanghebbende/groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.
5. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Volg ingestelde prosedures soos voorgeskryf in beleid/standaard-werkprosedures; • Is wakker vir potensiële belangebotsings en volg prosedures om dit te hanteer; • Bring potensiële gevalle van botsings onder die aandag van die toesighouer; en • Bewus van beskikbare hulpbronne om etiese kwessies op te los.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; • Kan risiko's betrokke by alternatiewe handelswyses identifiseer; en • Beveel gepaste optrede by toesighouer aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensiële belangebotsings ten opsigte van regulatoriese en beleidsraamwerke identifiseer; • Identifiseer netelige kwessies en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag deur voorbeeld; • Doen 'n voorlopige bevinding en doen aanbevelings oor moeilike etiese kwessies; • Beveel optrede aan gegrond op evaluasie van relevante feite, kwessies en risiko's; en • Kan toon hoe 'n aanbeveling wat gedoen word, die gewenste oogmerke sal bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; • Los kwessies ten opsigte van etiese sake en potensiële belangebotsings op terwyl gepaardgaande risiko's in ag geneem word; en • Handhaaf goeie en etiese gedrag.
6. Organisatoriese bewustheid	• Verstaan hoe 'n sake-eenheid funksioneer;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om die munisipaliteit se oogmerke, die impak van besluite op die gemeenskap en die funksionering van die departement te verstaan.	• Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk in plaaslike regering in die funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures • Openbaar kennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.
7. Probleemoplossing Die vermoë om potensiële probleemgebiede te identifiseer, die probleem in onderliggende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.	• Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Waarsku die toesighouer van probleme binne 'n vasgestelde proses; en • Los eenvoudige probleme op.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer probleme in prosesse; en • Verwys probleme na toesighouer vir oplossing maar bied alternatiewe of aanbevelings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Breek probleme in onderliggende dele op; • Verstaan na wie om probleemelemente te verwys; • Kry insette van span/kollegas oor moontlike oplossings; • Ontwikkel alternatiewe oplossings en verwys na toesighouer vir goedkeuring; en • Volg op met oplossings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Konseptualiseer moontlike oplossings van probleme; • Oorweeg elke oplossing teen bestepraktykmaatstawwe; • Stel planne vas en voer dit uit om probleme op te los, en betrek ander wanneer nodig; en • Verseker implementering van en inkoop vir die oplossing.
8. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en daardie aktiwiteite dan volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en

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	gebruik van 'n mate van diskresie.		• Voer take uit of delegeer dit na die gepaste individue.	• Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek, en konsolideer insette.
Funksionele bevoegdhede				
1. Sakeprosesse Vermoë om betrokke te raak by stelsels of komponentprosesse en voortdurend verbeterings te maak.	• Volg vasgelegde prosedures nougeset; • Identifiseer elemente in 'n proses wat bottelnekke en verstoppings kan veroorsaak; en • Bring bottelnekke en verstoppings onder die toesighouer se aandag.	• Openbaar bevoegdhede uit vlak 1; • Wysig en reël elemente in 'n proses om dit voortdurend te verbeter; en • Doen aanbevelings oor verbeterings aan 'n proses of stelsel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan hele proses met die oog op voortgesette verbetering; en • Ontwerp prosesse om aandag te gee aan spesifieke kwessies met insette en goedkeuring van toesighouer/kollegas.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwerp stelsels en prosesse onafhanklik vir die doel van voortdurende verbetering en sakedoeltreffendheid; en • Maak seker dat veranderinge geïmplementeer en behoorlik gekommunikeer word.
2. Gebruik van tegnologie Die vermoë om tegnologie in die werksplek te gebruik om die funksionering van die munisipaliteit te optimaliseer.	• Vermoë om die basiese funksies van 'n verskeidenheid kantoormasjiene te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Openbaar basiese rekenaargeletterdheid; en • Basiese kennis van MS Office.	• Openbaar bevoegdhede uit vlak 1; • Vermoë om die gevorderde funksies van 'n verskeidenheid kantoormasjiene te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Intermediêre kennis van MS Office.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan gevorderde funksies van MS Office-pakkette gebruik; en • Kan data verwerk deur verskillende rekenaarsagtewarepakkette te gebruik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan hoe om rekenaarpakkette te gebruik om 'n verskeidenheid data te verwerk; en • Optimaliseer die gebruik van tegnologie vir doeltreffende en effektiewe werking van 'n kantoor.
3. Dataverwerking en ontleding Vermoë om data te verwerk en verbeterings aan te bring in die manier waarop dit verwerk word.	• Voer data in spesifieke toepassings in, gerekenariseer of per hand, volgens vasgestelde prosedures; en • Gaan data na wanneer dit ingevoer word vir ooglopende foute.	• Openbaar bevoegdhede uit vlak 1; en • Kan basiese ontleding van data doen deur gestandaardiseerde verslae uit te druk.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Kan data ontleed deur rekenaarinstrumente te gebruik soos MS Office (bv. Excel, PowerPoint).	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan komplekse data ontleed deur die skepping van sigblaaie en databasisse; en • Kan gevolgtrekkings van ontledings opsom om betekenisvolle besluite te neem.

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Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul menings akkuraat saam te vat, selfs wanneer daar nie saamgestem word nie; en • Bewustheid van hoe mense en munisipaliteit funksioneer en op mekaar reageer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepas reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.

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3. Dienslewerings-georiënteerdheid Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse ten einde munisipale doelwitte te bereik.	• Verbonde aan voortreflikheid; en • Kom verbintenisse en beloftes by die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos nodig.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus betyds en op gepaste wyse aktief op die antisipasie, bevrediging en oortreffing van die behoeftes.	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge, en verseker kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Gee spoedig aandag aan minder gekompliseerde probleme, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se kwessies en soek inligting oor hul huidige en toekomstige vereistes; • Ondersteun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende kliëntediens te lewer; en • Monitor kliëntetevredenheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en volgehoud op om die visie vir kliëntediens te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes te bereik (d.m.v prestasiebestuur, hulpbrontoekenning, ens.)	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die visie van kliëntediens deur eie optrede en gesindhede; en • Gee erkennning aan individue en gebiede wat gedrag en uitkomstes openbaar wat met die visie van kliëntediens strook.
Persoonlike bevoegdhede				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Entoesiasties oor nuwe projekte; • Beheer etlike uitdagings; • Maak seker dat by spertye gehou word; en • Bestuur kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekdoelwitte na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker projekdoelwitte is onder beheer en word bereik; • Motiveer spanlede; • Stel doelwitte wat in lyn is met departementsdringendhede; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.

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2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Bly kalm onder druk.	• Openbaar bevoegdhede uit vlak 1; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en en maniere van dinge doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en onduidelikheid te hanteer. Toon langtermyndenke, druk deur op 'n logiese manier, bewus van gevolge en implikasies. Kan die groter prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met groterprentjie-denke balanseer; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's wat met optrede gepaard gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering	• Toon gewilligheid om nuwe dinge te leer en kennis in te win;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Neem gereeld aan eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede te krimp; en • Leer uit ondervinding – herhaal nie foute nie.	• Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
Bestuurs-/leierskapsbevoegdhede				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Beïnvloed senior bestuur en uitvoerende gesag doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander gewerk word om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in betrekkinge met ander; • Kan in 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat inin die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid dwarsoor funksionele gebiede; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan duidelik rigting gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span

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daarop om inkoop en verbintenis tot die doelwitte te verkry.				se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander tot gefokusde prestasie.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te evalueer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings identifiseer; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die eenheid; • Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.

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BEVOEGDHEIDSRAAMWERK VIR ARGITEKTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (DitDit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	• Professionele tekenaar/tegnikus	• Professionele argitekstegnikus	• Senior professionele argitekstegnikus	• Professionele argitek
KENNIS EN OMVANG VAN WERK	• Kennis van die basiese grondbeginsels van die ontwerpproses en die impak wat dit op die dokumentasieproses het; en • Volledige kennis van die SACAP Kode van Professionele Gedrag (Raadskennisgewing 154 van 2009).	• Kennis van die argitektuursbeginsels, boutegnologieë, en konstruksiestelsels wat op argiteksontwerp van toepassing is; • Kennis van die grondbeginsels van die ontwerp- en implementeringsproses; • Kennis van dokumentasie van argitektoniese komponente vir minder gekompliseerde geboue/strukture; • Kennis van probleemontleding op 'n basiese vlak; • Kennis van maatskaplike en omgewingskwessies; en • Volledige kennis van die SACAP Kode van Professionele Gedrag	• Ingelig omtrent, en bevoeg om, konseptualisering en detailontwerp te onderneem en argiteksdokumentasie saam te stel vir 'n eenvoudige, minder komplekse veelverdiepinggebou sowel as vir strukture met 'n lang strekking, gegrond op die kliënt se opdrag, begrotingsbeperkings sowel as ruimtelike parameters en regsbeperkings, wat sensitief is vir en respekvol is van die omgewing, kultuur, erfenis, sowel as volhoubaarheidskwessies, in 'n stedelike, voorstedelike of landelike konteks; • Kennis van proses oor beoordeling en omskrywing van 'n probleem;	• Ingelig omtrent, en bevoeg om, die konseptualisering, detailontwerp op alle vlakke, magtiging, kontrakdokumentasie, verkryging en konstruksiemonitering vir geboue/strukture van 'n komplekse aard te onderneem, gegrond op die kliënt se opdrag, begrotingsbeperkings sowel as ruimtelike parameters en regsbeperkings, wat sensitief is vir en respekvol is teenoor die omgewing, kultuur, erfenis, sowel as volhoubaarheidskwessies, in 'n stedelike of landelike konteks; • Kennis van proses oor beoordeling en omskrywing van 'n probleem;

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		(Raadskennisgewing 154 van 2009).	• Kennis van hoe om die ontwerpsintese logies aan te bied; en • Volledige kennis van die SACAP Kode van Professionele Gedrag (Raadskennisgewing 154 van 2009).	• Kennis van hoe om die ontwerpsintese logies oor te dra; en • Volledige kennis van die SACAP Kode van Professionele Gedrag (Raadskennisgewing 154 van 2009).
ONDERVINDING	• 0-2 jaar toepaslike ondervinding.	• 2-3 jaar toepaslike ondervinding.	• 3-5 jaar toepaslike ondervinding, insluitende nagraadse internskap om geregistreer te word.	• 5-8 jaar toepaslike ondervinding, verkieslik in die veld van argitektuur.
KWALIFIKASIE	• 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n Hoër Sertifikaat [1 jaar, 120 krediete, + 1 jaar werkgeïntegreerde leer]; • Geregistreer by die Suid-Afrikaanse Raad vir die Argiteksberoep; • Geldige rybewys met kode EB; • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma in Argitektuur [3 jaar, 360 krediete]; of • 'n Gevorderde Sertifikaat [totaal 240 krediete + 1 jaar werkgeïntegreerde leer]; • Geregistreer by die Suid-Afrikaanse Raad vir die Argiteksberoep; • Geldige rybewys met kode EB; • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n bacchalaureusgraad in Argitektuurstudies (Honneurs); of • B Arch (Prof) [4 jaar, 480 krediete]; of • B Tech/Gevorderde Diploma • + 1 jaar werkgeoriënteerde leer; • Geregistreer by die Suid-Afrikaanse Raad vir die Argiteksberoep; • Geldige rybewys met kode EB; • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n meestersgraad in Argitektuur; • Akkreditering by die National Architectural Accrediting Board; • Geregistreer by die Suid-Afrikaanse Raad vir die Argiteksberoep; • Geldige rybewys met kode EB; • Rekenaargeletterdheid: MS Office.

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdhede				
1. Organisatoriese bewustheid **Die vermoë om die munisipaliteit se visie en oogmerke te verstaan sowel as die prosessuele funksionering van die departement.**	• Verstaan hoe 'n sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se visie, doelwitte en prioriteite; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se visie, doelwitte en prioriteite oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk in plaaslike regering in die beboude omgewing toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementele doelwitte en prioriteite; • Openbaar 'n begrip van departementele begrotings; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke visie, doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures; • Openbaar kennis van toepaslike munisipale wetgewing; • Openbaar 'n diep begrip van departementele begrotings; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.
2. Etiek en professionalisme **Die vermoë om etiese kwessies en belangebotsings te identifiseer en te hanteer.**	• Volg ingestelde prosedures soos voorgeskryf word in beleid/standaardwerkprosedures; • Is wakker vir potensiële belangebotsings en volg prosedures om dit te hanteer; • Bring potensiële gevalle van botsings onder die aandag van die toesighouer; en • Bewus van hulpbronne beskikbaar om etiese kwessies op te los.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handselswyses; • Kan risiko's betrokke by alternatiewe handelswyses identifiseer; en • Beveel gepaste optrede by toesighouer aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensiële belangebotsings ten opsigte van regulatoriese en beleidsraamwerke identifiseer; • Identifiseer netelige kwessies en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag deur voorbeeld te stel; • Doen 'n voorlopige bevinding en doen aanbevelings oor komplekse etiese sake; • Beveel optrede aan gegrond op evaluasie van toepaslike feite, kwessies en risiko's; en • Kan openbaar hoe gewenste uitkomstes bereik kan word	• Openbaar bevoegdhede uit vlak 1 tot 3; • Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; • Los etiese kwessies en potensiële belangebotsings op met inagneming van gepaardgaande risiko's; en • Handhaaf te alle tye goeie en etiese gedrag.

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			wanneer 'n aanbeveling gedoen word.	
3. Navorsing, ontleding en interpretasie **Die vermoë om 'n kliënt se vereistes te verwerk, beoordeel en daaroor verslag te doen met die bedoeling om voortdurend die gehalte van die geboude omgewing te verbeter.**	• Voer geïnterpreteerde navorsing en ontledingsdata in spesifieke toepassings, gerekenariseerde of handprosesse in volgens vasgestelde prosedures; en • Gaan data na wanneer dit ingevoer word vir ooglopende foute.	• Openbaar bevoegdhede uit vlak 1; en • Kan basiese navorsing en ontleding van data doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Kan data ontleed met behulp van verskillende sagtewaretoepassings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan komplekse data en opdragvereistes navors en ontleed deur die skepping van sigblaaie, databasisse en konsepontwerpe; en • Kan gevolgtrekkings van navorsing en ontleding opsom om ingeligte ruimtelike besluite te neem.
4. Sosio-ekonomiese en sosio-politieke bewustheid **Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienskwessies, programme, beleid en besluite op die openbare belang en kwellinge het.**	• Openbaar 'n begrip van organisatoriese en plaaslikeregeringsprosesse; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Verstaan sektorbeleid en sektorwetgewing; • Dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan prioriteite, doelwitte en kwessies van naburige munisipaliteite; • Dryf billike dienslewering aan met inagneming van die impak wat dienskwessies, programbeleid en besluite op die openbare belang/kwellinge het. • Openbaar 'n intieme begrip van die vermoëns, aard en potensiaal van die diens; • Goed vertroud en ingelig oor die munisipaliteit se beleid en prosedures	• Openbaar bevoegdhede uit vlak 1 tot 2; • Benader elke situasie met 'n duidelike bewustheid van die organisatoriese en politieke werklikheid; • Toon begrip van oogmerke om aandag te gee aan wanbalans van die verlede en die uitdagings wat lewering teen hierdie doelwitte beperk; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite en die munisipaliteit se beleid en prosedures; • Dieptekennis van munisipale en sektorwetgewing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan 'n skerp kennis van maatskaplike, ekonomiese en politieke kwessies in 'n gegewe konteks inwin en kan hierdie kwessies ruimtelik interpreteer om die opdrag en die ontwerp beter te beïnvloed; • Bring (beïnvloed) munisipaliteitsprioriteite en -projekte in lyn om die implementering van provinsiale groei- en ontwikkelingstrategieë te steun; • Verstaan breër konteks en kan die implikasies vir die munisipaliteit evalueer; • Het geloofwaardigheid en vermoë om beleidsvorming op 'n hoër vlak te beïnvloed en kan nasionale norme en standaarde vir munisipale dienste beïnvloed.
5. Openbare deelname **Die vermoë om aandagtig te luister, kwessies te snap, inligting grafies**	• Is goed georganiseer en maak seker dat alle logistiek wat met die openbaredeelnameproses verband hou, aandag geniet.	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 tot 2; • Verstaan besluitnemingstrukture en -prosesse van	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel goed gedefinieerde kommunikasiestrategie.

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voor te stel op 'n duidelike manier en om op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.		• Kan interne en eksterne belanghebbendes tersaaklik tot projekte identifiseer; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Kommunikeer doeltreffend; en • Lê besonderhede van vergaderings en verrigtinge vir formele rekord akkuraat vas.	belanghebbendes en ontwerp oorlegplegingsforums dienooreenkomstig; • Pas kommunikasie-inhoud en -styl aan by die gehoor, insluitende doeltreffende beheer oor liggaamstaal; Openbaar deeglike kennis van vakgebied en kan dit vereenvoudig om op verskeie vlakke te kommunikeer. Antwoord vrae akkuraat en volledig; • Dra boodskappe oor op 'n manier wat ondersteuning, verbintenis en instemming kry; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.	Openbaar deeglike begrip van onderwerp, risiko's, dinamika van belanghebbendes en deelnameprosesse en -metodologieë; • Balanseer politieke oogpunte met organisatoriese behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; • Kan situasies en belangeposisies lees en op gepaste en professionele manier reageer; en • Gebruik taal en styl om die aandag van die gehoor te boei.
6. Beplanning en organisering **Die vermoë om aktiwiteite en bouprojekte binne spesifieke tydraamwerke te beplan en daardie aktiwiteite dan volgens plan uit te voer.**	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit.	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n evaluasie van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid deur 'n mate van diskresie te gebruik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daagliks volgens 'n evaluasie van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en • Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.
7. Versag risiko's **Die vermoë om potensiële probleemgebiede te identifiseer, die probleem in onderliggende dele op te breek, met potensiële oplossings vorendag te kom, 'n opsie te kies en dit te implementeer.**	• Identifiseer eenvoudige risiko's in 'n vasgestelde proses; en • Stel toesighouer in kennis van risiko's in 'n vasgestelde proses.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer risiko's in prosesse; en • Verwys risiko's na toesighouer vir oplossing maar bied alternatiewe of aanbevelings aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Breek risiko's in onderliggende dele af; • Verstaan na wie om probleemelemente te verwys; • Kry insette van span/kollegas oor moontlike oplossings;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Konseptualiseer moontlike oplossings vir risiko's; • Oorweeg elke oplossing teen bestepraktykmaatstawwe; • Stel planne om risiko's te versag, vas en voer dit uit terwyl ander betrek word soos nodig; en

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			• Ontwikkel alternatiewe oplossings en verwys na toesighouer vir goedkeuring; en • Volg op met oplossing.	• Verseker implementering van en inkoop vir die oplossing.
8. Onderhandeling **Die vermoë om die gewenste doelwitte en ooreenkomste deur interaktiewe bespreking met hetsy interne of eksterne partye te bereik. Doeltreffende verkenning van alternatiewe en posisies om uitkomstes te bereik wat die steun en aanvaarding van alle partye het.**	• Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; • Kommunikeer doeltreffend; • Toon bedagsaamheid wanneer met ander gewerk word; • Lê besonderhede van vergaderings en verrigtinge vir formele rekord vas; • Kan die voorwaardes van ooreenkomste ontleed en toepas; en • Toon hoë vlakke van integriteit en vertroulikheid in die hantering van sensitiewe inligting.	• Stel duidelike mandaat vir onderhandelings vas; • Versamel en ontleed inligting uit toepaslike bronne om die kwessies en posisies van alle partye tot die onderhandeling te verstaan; • Verstaan onderhandelingsmetodologie en -prosesse; • Onderhandel objektief en fokus interaksie op die toepaslike kwessies; en • Bou gemeenskaplikheid deur gebiede van ooreenkoms uit te wys, fokus pogings deur gebiede van verskil uit te wys.	• Verstaan die kwessies en posisies van die partye by die onderhandeling en soek 'n oplossing waar albei kante wen deur 'n proses van gee en neem; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit wees, maar handhaaf 'n hoë graad van diplomatiek en beleefdheid; • Bly gefokus op oplossing van die dooie punte en vermy persoonlike probleme en aanvalle; • Bied en soek praktiese, regverdige en billike oplossings of positiewe optrede; en • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer die kwessies opgelos is.	• Tree positief op om konflik op te los op 'n manier wat aandag gee aan die kwessies, die konflik laat verdwyn en die verhoudings behou; en • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer die kwessies opgelos is.
9. Invloed **Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.**	• Hou daagliks interaksie met verskillende personeellede en bestuurders; en • Beantwoord basiese vrae beleefd en behulpsaam.	• Openbaar bevoegdhede uit vlak 1; • Verskaf opsies vir bestuursgoedkeuring uit 'n verskeidenheid beskikbare optredes; en • Voer opsie wat die bestuurder gekies het deur binne die beperkings van vasgestelde prosedure.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n verskeidenheid opsies vas vir optrede deur senior bestuur; • Gee opsies en aanbeveling van voorkeuropsie aan senior bestuur; • Gee redes vir voorkeurkopsie; en • Voer finale besluit deur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiële gevolge • Besluit op beste opsie in risikoprofiel; • Skep verstandhouding met kliënt-/ belanghebbende groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.

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10. Aandag aan besonderhede **Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike nasionale en munisipale standaarde, sowel as internasionale beste praktyk, te verseker.**	• Gaan werk na vir foute en weglatings voor indiening; en • Doen al die nodige drukwerk en samevoeging vandokumentasie vir goedkeuring van 'n bestuurder.	• Openbaar bevoegdhede uit vlak 1; • Voer gehaltebeheer van ondergeskiktes se werk uit vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Gaan na teen standaarde en regulasies, in die besonder SANS10400.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede wat moontlik weggelaat is, insluit; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af ingevolge SANS10400; en • Hersien dokumente akkuraat en redigeer dokumente wat ander geskep het.
Funksionele bevoegdhede				
1. Argitektuursontwerp **Die konseptualisering van 'n opdrag in ruimtelike idees wat die verskillende aspekte van konteks, skaal, klimaat, begroting, maatskaplike, politieke en ekonomiese faktore insluit met die bedoeling om konstruksie te fasiliteer.**	• Basiese idee as konsep geformuleer en op 'n fundamentele vlak in 'n vorm uitgedruk.	• Openbaar bevoegdhede uit vlak 1; en • Kennis van die konseptualisering van 'n idee in sy ruimtelike uitdrukking tot 'n vorm, fatsoen of ruimte.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Gevorderde kennis van die konseptualisering van 'n idee in sy ruimtelike uitdrukking tot 'n vorm, fatsoen of ruimte.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Deskundige kennis vanaf die konseptualisering van 'n idee tot die ruimtelike uitdrukking tot 'n vorm, fatsoen of ruimte.
2. Konteks en gepaste passing **Die begrip van die konteks van 'n werkstuk wat die ontwerpoplossings sal beïnvloed.**	• Basiese begrip van kennis van navorsing, ontleding en interpretering van die bestaande konteks om 'n gepaste ontwerpoplossing te beïnvloed.	• Openbaar bevoegdhede uit vlak 1; en • Openbaar genoeg kennis van navorsing, ontleding en interpretering van die bestaande konteks as grondslag vir 'n gepaste ontwerpoplossing.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar dieptekennis van navorsing, ontleding en interpretering van die bestaande konteks as grondslag vir 'n gepaste ontwerpoplossing.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Deskundige kennis van navorsing, ontleding en interpretering van die bestaande konteks as grondslag vir 'n gepaste ontwerpoplossing.
3. Skriftelike kommunikasie **Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.**	• Lees en verstaan basiese dokumente; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandums, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Berei oorwoë verslae van hoë gehalte voor vir besluitneming in die organisasie; en • Aanvaar toesigverantwoordelikheid om minder ervare praktisyns en ondergeskiktes se werk te hersien en te redigeer.

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4. Mondelinge kommunikasie **Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier uit te druk.**	• Kan basiese verbale instruksies van meerderes en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, om foute te vermy.	• Openbaar bevoegdhede uit vlak1 ; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.
5. Grafiese kommunikasie **Die vermoë om idees te artikuleer en bedoelings grafies oor te dra om ruimtelike voorleggings duidelik oor te dra.**	• Kan basiese grafiese instruksies van meerderes en kollegas verstaan; en • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word.	• Openbaar bevoegdhede uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Interpreteer komplekse grafiese idees; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende grafiese vaardighede vir komplekse en sensitiewe onderwerpe en kwessies.
6. Gebruik van tegnologie **Die vermoë om doeltreffend en effektief in die werksplek gebruik te maak van toepaslike rekenaargesteunde ontwerpsagteware vir verbeterde dienslewering.**	• Vermoë om die basiese funksies van 'n verskeidenheid kantoormasjiene te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; en • Goeie kennis van rekenaargesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle.	• Openbaar bevoegdhede uit vlak 1; • Vermoë om die gevorderde funksies van 'n verskeidenheid kantoormasjiene te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Deskundige kennis van rekenaargesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle.	• Openbaar bevoegdhede uit vlak 1 en 2; • Deskundige kennis van rekenaargesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle; en • Kan data verwerk deur verskillende rekenaarsagtewarepakkette te gebruik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan hoe om rekenaarpakkette te gebruik om 'n verskeidenheid data te verwerk; • Optimaliseer die gebruik van tegnologie vir doeltreffende en effektiewe werking in die organisasie; en • Uitgebreide kennis van die gebruik van rekenaargesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle.
7. Konstruksietegnologie **Vermoë om die bedoeling van verskillende konstruksiemetodes te verstaan en te toon om 'n kontrakteur op voldoende wyse en wettiglik te adviseer.**	• Basiese kennis van beginsels van konstruksietegnologie.	• Openbaar bevoegdhede uit vlak 1; en • Openbaar goeie kennis van tegnologiese en konstruksieprosesse.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Verstaan en openbaar gevorderde kennis van konstruksietegnieke.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Gee deskundige raad aan die span oor die verskillende konstruksietegnologieë.
8. Monitering en beheer **Die vermoë om konstruksieprojekte te monitor, met inagneming van die vaardighede, kennis en**	• Bou sperdatums in opdragte, take en delegasies in; • Kommunikeer mylpale en verwagte resultate doeltreffend;	• Openbaar bevoegdhede uit vlak 1; • Hersien vordering en deel inligting; kry terugvoer oor	• Openbaar bevoegdhede uit vlak 1 tot 2; • Stel terugvoermeganismes in om werkvordering te monitor;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel 'n stelsel in om op te volg oor projekte/opdragte/ take;

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ondervinding van die aangewese persoon en die eienskappe van die taak of projek.	• Vra vrae om toepaslike inligting te verkry; • Maak seker dat alle besonderhede van 'n projek uitgevoer word; en • Hou by met talle klein besonderhede sonder om enige daarvan te vergeet.	resultate van diegene wat direk betrokke is; • Kan meer dinge gedoen kry met minder hulpbronne ; • Kan uitvoer deur aktiwiteite gelyktydig te mobiliseer en nie te dupliseer nie; • Bereik mikpunte en doelwitte konsekwent en soos beplan; en • Lewer aktiwiteite en planne volgens rooster.	• Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Merk foute of probleme op voordat projekte voltooi word; en • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking.	• Hou ywerig wag oor projekprosesse, take en werkprodukte om toe te sien dat dit vry is van foute, weglatings of gebreke; • Inisieer optrede om gehalteprobleme reg te stel of stel ander van gehalteprobleme in kennis, indien gepas; en • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings **Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.**	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en oorweeg dit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul oogpunte te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewustheid van interaksie tussen mense en munisipaliteit en funksionering daarvan.
2. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.**	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Kommunikeer doeltreffend met kollegas en kliënte; en • Kan ontwerpinligting op 'n duidelike en bondige manier oorra.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.

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3. Diensleweringsoriëntering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.**	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; en • Verstaan en artikuleer gemeenskapsbehoeftes.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Praat doeltreffend oor diensleweringsaangeleenthede soos vereis; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
4. Kliëntoriëntering en klantefokus **Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.**	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en verseker kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te verskaf; en • Gee spoedig aandag aan minder gekompliseerde probleme, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende diens te lewer; en • Monitor kliëntetevredenheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
Persoonlike bevoegdhede				
1. Aksie-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te hou en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.**	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; en • Gewillig om nuwe uitdagings aan te pak.	• Openbaar bevoegdhede uit vlak 1 en 2; • Selfgemotiveerd; • Gedrewe om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Jaag produkoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en

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				• Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
2. Volharding **Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.**	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend ten spyte van beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; en • Toon 'n gewilligheid om te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere van doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer; • Bly wakker vir die behoefte na verandering voordat die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.
4. Leeroriëntering **Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.**	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis oor in die werksplek; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). Verstaan eie sterk en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.

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		swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.		
5. Probleemoplossing **Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, voer logies deur, bewus van gevolge en implikasies. Kan die groter prentjie sien.**	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en verskaf rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake die hoof bied.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Skep verskeie oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om toe te sien dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n impak op die hele organisasie het in oorleg met die belanghebbendes, en los dit op en monitor dit.
6. Verantwoordingspligtigheid en etiese gedrag **Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie korporatiewe bestuur te hou.**	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir eie gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
Bestuurs- of leierskapsbevoegdhede				
1. Impak en invloed	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander;

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Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.			• Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Beïnvloed senior bestuur en uitvoerende gesag doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue by hantering van ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; en • Dra by tot 'n positiewe klimaat inin die span.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Bou spangees en samehorigheid dwarsoor funksionele gebiede; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling **Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.**	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Kan die direktoraat/departement se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span. • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en

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				• Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap **Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te evalueer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.**	• Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Kan eie en ander se ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; en • Kan gepaste opleidingsingrypings identifiseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Herken die behoefte aan leiding en verskaf leiding aan individue oor hoe om nuwe of moeilike situasies te hanteer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Aktief betrokke by die behoud en ontwikkeling van talent in die eenheid; • Skep aktief ontwikkelingsgeleenthede deur rolle te skep wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.

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BEVOEGDHEIDSRAAMWERK VIR DIE AMBAGTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Vakleerling • Vakman • Ambagsmanhelper • Ambagsmansassistent • Onderhoudsassistent • (Artikel 28-ambagsman)	• Elektrisiën • Instrumentmeganikus • Passer en Draaier • Spesiale Werker • Ambagsman Ingenieurswese • Ambagsman Konstruksie • (Artikel 13-Ambagsman)	• Senior Ambagsman • Ambagsmantoesighouer • Spesialis Ingenieursambagsman	• Instandhoudingstoesighouer of -bestuurder • Ingenieursuperintendent (Ambagsman)
KENNIS	• Staan tegniese personeel by. Volg korttermyninstruksies. Onder streng toesig. Voer maklik waarneembare aksies uit.	• Voer aktiwiteite binne 'n ambag uit. Werk onafhanklik en kan toesig hou oor personeel; en • Spesiale werksman – Voer ongekwalifiseerde werk van ambagsman uit.	• Voer hoëvlak-, meer komplekse aktiwiteite binne 'n ambag uit. Werk onafhanklik en kan toesig hou oor personeel.	• Voer meer gespesialiseerde aktiwiteite binne 'n ambag uit. Werk onafhanklik en kan toesig hou oor personeel.
ONDERVINDING	• Leer vir 'n ambagsertifikaat of een jaar se ondervinding nodig.	• 1-2 jaar se ondervinding nodig; en • Spesiale Werker het 2-3 jaar se ondervinding nodig.	• 3-5 jaar se ondervinding ná vakleerlingskap nodig.	• 5 jaar of meer se ondervinding ná vakleerlingskap nodig.
KWALIFIKASIE	• Leer vir 'n ambagsertifikaat.	• Ambagsertifikaat; en • Spesiale Werker – verkieslik 'n sertifikaat van bevoegdheid, Graad 11 of	• Ambagsertifikaat.	• Ambagsertifikaat.

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		ekwivalente Vlak N2-sertifikaat.		
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Bestuur van werk Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk doeltreffend en betyds voltooi word.	• Bly gefokus op taak voorhande; • Gebruik tyd doeltreffend en voorkom dat irrelevante probleme of afleidings inmeng met die voltooiing van werk; en • Handel take betyds af.	• Openbaar bevoegdhede uit vlak 1; • Monitor en beheer aktiwiteite deur 'n logboek van werk, produksie of instandhouding te hou; • Kan take prioritiseer; • Identifiseer meer en minder kritieke aktiwiteite en take, pas prioriteite aan waar gepas; en • Kan hulpbronne prioritiseer om by mededingende spertye te hou.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer verwagtinge duidelik aan personeel waaroor toesig gehou word; • Verskaf leiding en instruksie waar werk gedelegeer word; • Beplan vooruit om seker te maak dat nodige toerusting en/of materiale in gepaste plekke is sodat eie en ander se werk doeltreffend gedoen kan word; en • Maak gebeurlikheidsplanne.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ken en steun op "kundiges" in verskillende departemente wat aan spesiale probleme kan aandag gee en dit kan oplos; • Hou projekrekords op datum (besprekingsdokumente, ouditspore, bewys van aftekening deur senior bestuurders); • Stel gepaste prosedures vas om ingelig te bly oor kwessies en resultate; en • Maak seker dat werk met 'n hoë prioriteit binne nodige tydlyne afgehandel word.
2. Probleemoplossing Die vermoë om potensiële probleme te identifiseer, die probleme in onderliggende dele op te breek, met potensiële oplossings vorendag te kom, 'n opsie te kies en dit te implementeer.	• Hanteer duidelik gedefinieerde probleme wat taakspesifiek is en wat 'n lae impak en lae risiko het; • Pas 'n praktiese benadering tot probleemoplossing toe; • Pas kennis/ondervinding toe om die beste oplossings vas te stel; en	• Openbaar bevoegdhede uit vlak 1; • Identifiseer probleme met behulp van gedefinieerde diagnostiese prosesse; • Identifiseer verskeie alternatiewe opsies en kies die mees gepaste oplossings; • Verstaan potensiële impak van probleme op eie werksomgewing; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir plaaslike probleme voort; • Betrek die gepaste persone om komplekse taakverwante probleme op te los; en • Stel voorsorgmaatreëls in om toe te sien dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings; en • Is intuïtief, het 'n begrip van simptome en kan potensiële probleme diagnoseer voordat hulle opduik.

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	• Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word.	• Kan probleme identifiseer wat nie alledaags is nie en sal dit na toesighouer verwys om opgelos te word.		
3. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en om daardie aktiwiteite volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster en voer dit volgens die prioriteitslys uit; en • Wysig planne in ooreenstemming met instruksies van toesighouers.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer hulpbronvereistes om spesifieke take te onderneem; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word met doeltreffende gebruik van tyd en hulpbronne; • Meet vordering en monitor prestasie en resultate; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klant se behoeftes; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die depots/werkswinkel; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; • Stel take en hulpbronne vas – Bepaal projek-/taakvereistes deur dit in take op te breek; toerusting, materiaal en mense wat nodig is, te identifiseer; met interne en eksterne vennote te koördineer; en • Stel programme vir onderhoud en voorkomende onderhoud op.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente om gewenste resultate te bereik; • Maak gebruik van die hulpbronne van ander eenhede en departemente om resultate te behaal; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die aktiwiteite wat onder eie beheer is.
4. Kwaliteitsoriëntering Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.	• Volg vasgestelde prosedures akkuraat en noukeurig om werktake te voltooi; • Maak seker dat alle besonderhede van 'n taak voltooi word; • Gaan werk na vir foute; en	• Openbaar bevoegdhede uit vlak 1; • Gaan werk na vir foute; • Gaan na teen vasgestelde standaarde en regulasies; • Inisieer optrede om gehalteprobleme reg te stel.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kon word.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur algemene gehalte-evaluering en -verslagdoening.

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	• Hersien alle dele van 'n taak om gehalte te verseker.			
Funksionele bevoegdhede				
1. Werkplekveiligheid Die vermoë om toestande wat werknemerveiligheid raak, te identifiseer en reg te stel.	• Openbaar kennis van alle verwante veiligheids- en sekuriteitsregulasies; • Is bewus van medewerkers se veiligheid in die werksplek; • Verstaan hoe om veiligheidstoerusting te gebruik en te hanteer; • Pas veiligheids- en/of sekuriteitsprosedures toe; en • Is bewus van die gevare verbonde aan werk met gevaarlike materiale.	• Openbaar bevoegdhede uit vlak 1; • Demonstreer en/of verduidelik veiligheidstoerusting en/of -prosedures; • Hersien veiligheidopleidingsmateriaal; • Identifiseer veiligheidskwessies en -probleme – herken gevaarlike werktoestande. Is wakker vir onveilige werktoestande; • Gaan toerusting en/of werksarea gereeld na; en • Maak reg wat fout is – meld onveilige werkomstandighede aan of stel dit reg; doen aanbevelings en/of verbeter veiligheids- en sekuriteitsprosedures; pas veiligheidsregulasies en -prosedures toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verseker die doeltreffende uitvoering van gesondheid-en-veiligheidsregulasies en -beleid; • Verseker dat roosters bygehou word vir gereelde inspeksie van voertuie en/of toerusting; • Rapporteer aan gesondheids- en veiligheidskomitees enige voorvalle of voorkoms van onveilige optrede of foutiewe toerusting en regstellende maatreëls wat getref is; en • Gee aandag aan enige sake van personeelwelstand en steun welstandsinisiatiewe in die werksplek.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur beroepsgesondheid en -veiligheidsbeleid van die werksplek en rapporteer aan korporatiewe bestuurders; en • Bestuur die implementering van die toepassing van die werknemerswelstandbeleid in die werksplek en skakel met toepaslike belanghebbendes om aandag te gee aan sake van belang.
2. Dissiplinespesifieke vaardighede Openbaar 'n bevredigende vlak van tegniese vaardigheid, kennis, ondervinding en kwalifikasies gepas vir die rol.	• Onderneem roetinetake; • Het 'n vlak van vaardigheid en ondervinding in 'n tegniese werksarea ontwikkel; en • Is bewus van faktore wat 'n negatiewe impak op die voltooiing van 'n taak kan hê.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die tegniese taal van die werk; • Verstaan die tegniese komponente van die werk en het 'n duidelike begrip van spesifieke ambagsbeginsels; • Kan skematiese tekeninge en basiese ontwerpe lees;	• Openbaar bevoegdhede uit vlak 1 en 2; • Pas spesialiskennis toe op situasies om probleme op te los of oplossings te verbeter; • Sien gebeure, situasies en voorvalle vooruit wat 'n impak op die werksomgewing kan hê en tree regstellend op;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Gee raad en leiding aan personeel oor toepassing van beleid en prosesse.

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		• Verstaan die gebruik en aanwending van die volle omvang van die betrokke instrumente en toerusting; • Het noodsaaklike kennis van werking en instandhouding van toerusting en infrastruktuur; • Het die vermoë om taakspesifieke probleme te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed. Dit sal verskillende aktiwiteite behels wat spesifiek is aan die betrokke ambag: ontwerp, konstruksie, herstel, vervaardiging, foutopsporing en diagnostiek; • Pas vorige leer toe op nuwe/verskillende situasies; • Voer take in 'n spesifieke ambag uit sonder om leiding of instruksies te vra; en • Het kennis van bywerking van toerustingsregister en doen voorraadbeheer van uitgereikte materiaal.	• Openbaar goeie probleemoplossingsvaardighede en ontledingsvermoë; en • Verseker kennisoordrag en opleiding en mentorskap van meer junior personeellede.	
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte, te bereik.	• Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en kliënte; en • Stel diensleweringsprobleme spoedig reg sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoeftes; en • Bestuur kliënte- en sakeverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en • Het dieptekennis van diensleweringsake sover dit op eie area van werk betrekking het.

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	diensleweringskwessies hanteer word.			
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vestig en te onderhou.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en oorweeg ditdit .	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul oogpunte te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en die munisipaliteit op mekaar inwerk en funksioneer.
3. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste manier te reageer op verbale en skriftelike kommunikasie van ander.	• Kan basiese verbale instruksies van toesighouers en kollegas verstaan; • Gaan eie begrip van take en verwagtinge na om foute te vermy; en • Verstaan basiese tegniese vaktaal.	• Openbaar bevoegdhede uit vlak 1; • Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en klante verstaan word; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer doeltreffend verbaal sowel as skriftelik; en • Kan roetineverslae opstel en hou toepaslik rekord vir die eenheid. • Gebruik gepaste styl en formaat om met interne en eksterne kliënte te kommunikeer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan situasies en belangeposisies lees en op gepaste manier reageer; • Dra komplekse en tegniese inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; en • Hanteer sensitiewe persoonlike gesprekke doeltreffend.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oortreffing van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om uitstekende te lewer;	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.

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		• Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	
Persoonlike bevoegdhede				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te hou en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte aan te neem; • Is selfgemotiveerd en lê inisiatief aan die dag; • Geniet dit om hard te werk; en • Dryfkrag om by spertye te hou en motiveer ander om dieselfde te doen.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Druk self en motiveer ander vir resultate; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 en 2; • Inspireer ander deur eie optrede en gesindheid om te presteer; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en Stel uitdagende doelwitte vir self en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Steun 'n aksiegeoriënteerde kultuur wat die departement help om sy doelwitte te bereik.
2. Volharding Die vermoë om konstruktief op druk-/spanningsvolle situasies te reageer en die vermoë om deur te druk met doelwitte ten spyte van hindernisse.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die breër organisatoriese omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om	• Gedra self volgens organisatoriese waardes; • Openbaar eerlikheid, hou by verbintenisse en gedra homself konsekwent; en	• Openbaar bevoegdhede uit vlak 1; • Erken eie foute en swakhede en soek hulp by ander wanneer jy self nie kan nie.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Bewus van potensiële belangebotsings en volg prosedures om dit te hanteer.	• Openbaar bevoegdhede uit vlak 1 tot 3. • Tree beslis op teen korrupte en oneerlike gedrag.

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geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Aanvaar verantwoordelikheid vir eie optrede. Behandel alle kollegas met gelyke respek			
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en win kennis in; en • Soek voortdurend steun vir eie beperkings (bv. by toesighouer of kollega).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak. • Leer uit ondervinding – herhaal nie foute nie; en • Bly op hoogte van veranderinge in die betrokke ambag; en • Bewus van ontwikkelinge in tegnologie wat verband hou met toerusting en instandhousingspraktyke.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Skep 'n leeromgewing en spoor ander aan om te leer en te deel uit foute en ondervindinge te deel.	• Openbaar bevoegdhede uit vlak 1 tot 3. • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.
Bestuurs-/leierskapsbevoegdhede				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop by en verbintenis tot die doelwitte van die eenheid te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/ departement se doele vir die eenheid in doelwitte omskep en kry die span se verbintenis tot hierdie doelwitte. • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van doelwitte; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
2. Impak en invloed	• Dwing respek af by eweknieë en toesighouers.	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; • Konfronteer en korrigeer ander taktvol wanneer nodig; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander;

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Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.		• Het positiewe impak en dra beeld oor van selfvertroue en bevoegdheid. • Motiveer ondergeskiktes om take en missies uit te voer; en • Is geloofwaardig vir personeel.	• Bevorder spanwerk en samewerking.	• Beïnvloed kollegas en toesighouers op meer senior vlakke doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik en idees inslag te laat vind.
3. Spanoriëntering Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Werk goed saam met ander; • Toon bedagsaamheid teenoor ander; en • Word beskou as betroubaar.	• Openbaar bevoegdhede uit vlak 1; • Deel inligting en werk maklik met ander; • Toon inisiatief en selfvertroue in omgang met ander; en • Neem doeltreffend as 'n lid van 'n span deel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Betrek ander deur na hulle te luister en hulle ten volle by spanbesluite te betrek; en • Erken en respekteer die waarde van verskillende sienswyses.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksionele gebiede; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Lyk gewillig om nuwe maniere om dinge te doen, te leer.	• Openbaar bevoegdhede uit vlak 1; • Verstaan beperkings van ondergeskiktes; • Voorsien leiding en steun waar nodig; • Verstaan eie ontwikkelingsbehoeftes; en • Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; en • Monitor vordering en gee individue spesifieke terugvoer oor hul prestasie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Het spesialisvakkennis; en • Toon 'n vermoëom die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee.

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BEVOEGDHEIDSRAAMWERK VIR BATEBESTUUR (ONROERENDE EIENDOM)

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie)**	• Batebeampte	• Operasionele bestuurder: Bates • Senior batebeampte	• Assistentbestuurder: Bates • Senior spesialis: Portefeuljestrategie • Senior spesialis: Eiendomsnavorsing en -ontleding • Eerste batebeampte	• Algemene bestuurder: Eiendomsbatebestuur • Hoofspesialis: Portefeuljestrategie en -ontleding
KENNIS EN OMVANG VAN WERK	• Implementeer die aktiwiteite van die batebestuurplan onder direkte toesig van die Assistentbestuurder: Bates; • Help met die implementering van die aktiwiteite van batebestuur; • Implementeer bedryfs- en instandhoudingsvereistes ingevolge die munisipaliteit se beleid en bateplan; • Help met die aktiwiteite van die bestuur van geïdentifiseerde eiendomsportefeuljebates in besit van die raad; • Help met die implementering van bedryfsoplossings en -dienste; • Help met bedryfsimplementering van die	• Onder direkte toesig van die Assistentbestuurder: Bates, hou toesig oor die batebestuuraktiwiteite; • Implementeer die batebestuuraktiwiteite in ooreenstemming met die batebestuurstrategie; • Voer bedryfs- en instandhoudingsvereistes uit ten opsigte van die munisipaliteit se beleid; • Operasionele bestuur van geïdentifiseerde eiendomsportefeuljebates in die raad se besit, en implementeer goedgekeurde beplanningstelsels en instrumente van eiendomsbatebestuur ter ondersteuning van die Eiendomsdepartement se	• Bestuur die eiendomsbatefunksie onder die direkte toesig van die Algemene bestuurder of Hoofspesialis: Portefeuljestrategie en -ontleding en kan gevra word om meer junior personeel te bestuur; • Vors die batebestuurstrategie en aksieplanne na en implementeer dit gegrond op die gekose diensleweringsopsies; • Ontwikkel segmentasieplanne vir eiendomsbateklasse en hou dit in stand; • Voer uitvoerige planne uit vir verkrygings en vervangings, aktiwiteite en instandhouding sowel as vervreemding ingevolge die munisipaliteit se beleid; • Bestuur alle eiendomsportefeuljebates in besit van die raad, en implementeer inligting oor goedgekeurde	• Bestuur 'n gespesialiseerde eiendomsbatefunksie onder die leierskap en leiding van die Direkteur/Eiendomsportefeulje-bestuurder; • Omskep die munisipaliteit se strategie in 'n batebestuurstrategie en bring planne voort wat gebaseer is op 'n ontleding van diensleweringsopsies; • Formuleer 'n batebestuurstrategie wat bestaan uit uitvoerige planne vir verkrygings en vervangings, aktiwiteite en instandhouding sowel as vervreemdings en eiendomsegmentasieklasse ingevolge die munisipaliteit se beleid; • Hou toesig oor die bestuur van alle eiendomsportefeuljebates in die raad se besit, en implementeer gepaste beplanningstelsels en instrumente van eiendomsbatebestuur ter

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	eiendomsdepartement se batebestuurplan vir geïdentifiseerde bates; en • Help met die operasionele instandhouding van jaarlikse batebestuurplanne.	mandaat vir geïdentifiseerde bates; • Implementeer bedryfsoplossings en -dienste wat in ooreenstemming is met die eiendomsdepartement se sakeplan; • Bedryfsimplementering van die eiendomsdepartement se batebestuurplan vir geïdentifiseerde bates; en • Operasionele instandhouding van jaarlikse batebestuurplanne.	beplanningstelsels en instrumente van eiendomsbatebestuur ter steun van die Eiendomsdepartement se mandaat; • Implementeer deskundige oplossings en dienste wat in lyn is met die Eiendomsdepartement se sakestrategie, visie en missie; • Implementeer Eiendomsdepartement se batebestuurplan wat optimaal en doeltreffend gebruik word; • Handhaaf die strategiese en jaarlikse batebestuurplanne wat in lyn is met die munisipaliteit se begroting; en • Voer verkrygingsbehoeftes vir batebestuur, bedryfs- en verkoopsplanne uit.	ondersteuning van die eiendomsdepartement se mandaat; • Verskaf deskundige oplossings en dienste wat in lyn is met die eiendomsdepartement se sakestrategie, visie en missie; • Ontwerp batebestuurplan van die eiendomsdepartement om toe te sien dat die munisipaliteit se eiendomsportefeulje optimaal en doeltreffend aangewend word met die oog daarop om 'n volhoubare lewensiklus en inkomstestroom te kry wat 'n opbrengs lewer; • Ontwikkel die strategiese en jaarlikse batebestuurplanne ooreenkomstig die munisipaliteit se begroting en in oorleg met die eiendomsdepartement; en • Ontwikkel planne vir batebehoeftebepaling en verkrygingsbestuur asook bedryfs- en vervreemdingsplanne.
ONDERVINDING	• 2-5 jaar toepaslike ondervinding nodig.	• 5-8 jaar toepaslike ondervinding nodig.	• 8 jaar of meer toepaslike ondervinding nodig, verkieslik in eiendomsbatebestuur in middelbestuur.	• 8 jaar of meer toepaslike ondervinding nodig in eiendomsbatebestuur in middel- of senior bestuur.
KWALIFIKASIE	• 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n sertifikaat/diploma of ekwivalent in Eiendomsbatebestuur/Finansies/Eiendomswaardering.	• 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n sertifikaat/diploma/B-graad in Eiendomsbatebestuur/Finansies/Eiendomswaardering.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n diploma of B-graad in Eiendomsbatebestuur/Sakebestuur/Finansies/Eiendomswaardering.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n bacchalaureus-graad/ekwivalent of 'n honneursgraad in Eiendomsbatebestuur/Sakebestuur/Finansies/Eiendomswaardering.

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BEVOEGDHEDE				
BEVOEGDHEIDS-VLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Invloed Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.	• Het daagliks interaksie met verskeie kliënte/belanghebbendes; en • Beantwoord basiese vrae beleefd en behulpsaam.	• Openbaar bevoegdhede uit vlak 1; • Gee opsies vir optrede deur kliënte/belanghebbendes uit 'n reeks beskikbare optredes; en • Voer opsies deur wat die kliënt/belanghebbende gekies het binne die perke van vasgestelde prosedure.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n reeks opsies vir optrede deur kliënt/belanghebbende vas; • Gee opsies en aanbeveling van voorkeuropsie aan kliënt/belanghebbende; • Gee redes vir voorkeurkopsie; en • Voer finale besluit deur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiële gevolge; • Besluit oor beste opsie in risikoprofiel; • Skep verstandhouding met kliënt/belanghebbende/groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.
2. Tegniese kommunikasie Die vermoë om tegniese inligting en idees doeltreffend deur 'n verskeidenheid media aan individue of groepe oor te dra wat hul aandag trek en begrip van die boodskap behou.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie van tegniese data en inligting; • Gee aandag aan boodskappe van ander – interpreteer dit korrek en reageer spoedig en gepas; • Vra vrae wanneer kwessies onduidelik lyk; • Blyk bewus te wees van die verskillende media beskikbaar om tegniese boodskappe doeltreffend oor te dra; en • Toon begrip vir die kwessies voorhande en hoe om die inligting op die beste manier oor te dra.	• Openbaar bevoegdhede uit vlak 1; • Organiseer kommunikasie op 'n logiese manier en prioritiseer probleme; • Maak seker dat alle kommunikasie (verbaal sowel as skriftelik) duidelik en ondubbelsinnig is; • Gebruik terme, voorbeelde en analogieë wat deur almal verstaan word; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Kommunikeer doeltreffend met mense op alle vlakke binne en buite die munisipaliteit; • Is ontvanklik vir voorstelle en idees van ander oor	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Dra inligting oor deur verskeie media en gebruik 'n aantal tegnieke om die aandag van die gehoor te behou; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor. • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse tegniese sake oorgedra word; • Verseker begrip deur vrae te vra en kan boodskappe herformuleer of op verskillende maniere oordra om begrip te vergroot; • Toon 'n besondere begrip van die krag van taal en is baie welsprekend; • Openbaar duidelike begrip van konsepte wanneer kommunikeer	• Openbaar bevoegdhede uit vlak 1 tot 3; • Is proaktief om alle batebestuursituasies te hanteer en lê inisiatief aan die dag – reageer vinnig op kwessies; • Maak seker dat alle kommunikasie op langtermynverhoudings met personeel, inwoners en belanghebbendes fokus; • Maak seker dat alle kommunikasie konsekwentheid van boodskap, handelsmerkeenvormigheid, sinergie en koste-doeltreffendheid oordra; en • Maak seker dat alle kommunikasie gekoördineer en geïntegreer is – nie gefragmenteer nie.

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		doeltreffende kommunikasietegnieke; en • Openbaar 'n diep begrip van die kwessies wat oorgedra moet word.	(d.w.s. verduidelik idees en oogpunte baie duidelik); en • Maak seker dat alle punte gedek is en dat alle inligting korrek en volledig is.	
3. Organisatoriese bewustheid Openbaar 'n bewustheid van die munisipaliteit se kernaandrywers, het 'n impak op dienslewering en verstaan die politieke ondertone en gevolge in die munisipaliteit.	• Openbaar 'n begrip van hoe die munisipaliteit werk; • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Is diplomaties en taktvol.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering; • Is polities bewus en skerpsinnig, toon 'n begrip van die politieke dinamiek in die munisipaliteit; • Verstaan hoe die munisipaliteit werk en die funksies van die verskeie direktorate; en • Is bewus van die betrokke belanghebbendes, verstaan gemeenskapsbehoeftes en is bewus van omgewingskwellinge.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; en • Toon 'n dieptekennis van munisipale en sektorwetgewing, tesame met alle toepaslike protokolle.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar 'n begrip van prosesse van munisipaliteit en plaaslike regering; • Maak seker dat alle kommunikasie billike dienslewering steun, met inagneming van die uitwerking wat dienskwessies, programbeleid en besluite op die openbare belang/kwellinge het; • Openbaar 'n intieme begrip van die vermoëns, aard en potensiaal van die diens; • Dieptekennis van munisipaliteit se beleid en prosedures; en • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering.

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4. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies, en toon kreatiwiteit.	• Werk binne redelik gestruktureerde parameters en riglyne wanneer probleme opgelos word; • Weet wanneer om 'n probleem na meerdere te verwys om opgelos te word; en • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Kan met takt en diplomasie vrae stel oor kwessies en dit ten nouste ondersoek; • Openbaar bevoegdheid om 'n ondervragingslyn deur te voer en daarmee voort te gaan totdat die situasie heeltemal verstaan word; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en aanvaar nie die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n intuïtiewe begrip van kwessies en kan inligting koppel; • Soek na nuwe maniere om probleme op te los en openbaar innoverende en kreatiewe denke; • Kan detailoriëntering met grootprentjiedenke versoen; • Hanteer onvoorspelbaarheid doeltreffend en kan vinnig optree; en • Gemaklik met 'n mate van dubbelsinnigheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Sien situasies vooruit en kan potensiële oplossings/opsies en gebeurlikheidsplanne vir probleme skep; en • Moet moontlik op eie oordeel staatmaak en besluite neem wat beduidende korporatiewe impak kan hê.
Funksionele bevoegdhede				
1. Projekbestuur Vermoë om eie take en ander se take te beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.	• Bestuur die toegekende take tot die ooreengekome standaarde en hou by spertye; • Gebruik tyd doeltreffend en bly gefokus – aandag word nie maklik afgelei nie; • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Maak seker dat werk akkuraat en volledig is.	• Openbaar bevoegdhede uit vlak 1; • Bestuur hulpbronne om projekdoelwitte te bereik; • Stel hoë prestasiestandaarde vir self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na.	• Openbaar bevoegdhede uit vlak 1 en 2; • Organiseer, prioritiseer en skeduleer take sodat hulle binne die begroting en met doeltreffende gebruik van tyd en hulpbronne uitgevoer kan word; • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligtigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike projekte; • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; • Stel en bestuur diensvlakooreenkomste met eksterne diensverskaffers; • Prioritiseer etlike hulpbronne om by mededingende spertye te hou; en • Bestuur etlike begrotings wat binne 'n verskeidenheid van groot tot klein diensverskaffers, ambagslui of deskundiges werk.

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2. Finansiële bestuur Toon 'n bewustheid van begrotings-beperkings en werk verstandig binne finansiële perke.	• Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou.	• Openbaar bevoegdhede uit vlak 1; • Voortdurend op die uitkyk vir nuwe geleenthede om optimale aanwending van befondsing te verkry en te verseker; en • Identifiseer en reageer op onreëlmatige besteding en ander verliese wat 'n misdaad kan uitmaak.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sal die mees koste-doeltreffende kombinasie van media en kommunikasiekanale en tegnieke benut om munisipale boodskappe aan inwoners en belanghebbendes oor te dra; • Verstaan en oorweeg finansiële implikasies van voorstelle (bv. advertensieveldtogte); • Verkry eksterne diensverskaffers deur die munisipaliteit se aanbodbestuurstelsel; • Ontwikkel regstellende maatreëls/optrede om seker te maak dat begroting ooreenstem met finansiële hulpbronne; en • Het dieptekennis van nasionale beleid en wetgewing wat 'n impak het op munisipale finansies.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bring uitgawes in lyn met begrotings en kontantvloeiprojeksies; • Volg fakturerings- en betalingspraktyke soos uiteengesit deur die munisipaliteit; en • Pas wigte en teenwigte toe en volg op waar diensverskaffers nie aan standaard- rekeningkundige praktyke voldoen nie en tree op by inkonsekwenthede om moontlike oortredings op te los.
3. Inligtingsmeting en -monitering Openbaar 'n vermoë om inligting te versamel, te hersien en te ontleed, tendense te identifiseer en daaroor verslag te doen.	• Lê data akkuraat vas, en gaan dit na vir akkuraatheid; en • Kan basiese data-ontleding doen.	• Openbaar bevoegdhede uit vlak 1; • Openbaar bevoegdhede uit vorige vlak; • Kan komplekse data ontleed deur die skepping van sigblaaie en databasisse; en • Kan gevolgtrekkings van ontledings opsom om sekere tendense voor te stel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Versamel en hersien data gereeld om vordering te monitor, veral ná 'n spesifieke veldtog, of om doeltreffendheid van kommunikasie vas te stel, of om spesifieke diensleweringsbehoeftes te antisipeer; • Kan vrae stel oor inligting, tendense ontleed en gevolgtrekkings daaroor maak; en • Kan vasstel of mediadekking positief, negatief of gebalanseerd is, saam met 'n beskouing oor die waarde en impak van die dekking.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel vas wat gemonitor moet word; • Ontwikkel moniteringstelsels wat maklik is om te gebruik en data verskaf wat relevant en tydig is; • Implementeer volgstelsels; en • Bied inligting en verslae oor inligting aan op 'n manier wat maklik deur gehoor verstaan word deur grafiese hulpmiddels en instrumente te gebruik wat inligting bondig voorstel.

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4. Gebruik van tegnologie Openbaar 'n vermoë om tegnologie in die werksplek aan te wend om prestasie te optimaliseer en beter resultate te lewer.	• Openbaar basiese rekenaargeletterdheid en kan 'n aantal sagtewarepakkette gebruik wat relevant is vir die werkrol; en • Verstaan die basiese bedryfstelselinstruksies vir die betrokke tegnologie (harde- en sagteware) wat in die departement gebruik word.	• Openbaar bevoegdhede uit vlak 1; • Openbaar gevorderde rekenaargeletterdheid en kan gevorderde funksies van betrokke sagtewarepakkette gebruik; • Kan die betrokke tegnologie op sy of haar werkgebied goed gebruik; en • Gryp nuwe tegnologie aan en toon 'n gewilligheid om te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar kreatiwiteit wanneer verskillende aspekte van tegnologie in die departement gebruik word; • Is bewus van jongste ontwikkelinge en sal, waar nodig, voorstelle maak om tegnologie aan te skaf wat sal help om resultate te kry; en • Openbaar tegniese bedrewenheid in die gebruik van tegnologiese toerusting in sy of haar werkgebied.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bewus van beste praktyke en instrumente wat nodig is om dit te bereik; • Bly op hoogte van huidige ontwikkelinge en tendense; en • Moedig voortdurende bywerking en ontwikkeling van nuwe vaardighede aan met betrekking tot gebruik van tegnologie.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Dienslewerings-oriëntering Die vermoë om personeel op dienslewering en die belange van die inwoners en hul gemeenskappe te laat fokus.	• Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Vors behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan gemeenskapsbehoeftes en ondersteun dienslewering deur tydige kommunikasie; • Maak seker dat die departement/munisipaliteit vinnig op situasies (insluitende krisisse) reageer en lig alle belanghebbendes in waar nodig; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; • Maak seker dat alle opvolgaktiwiteite voltooi word; en • Maak seker dat alle kommunikasie met belanghebbendes 'n tweerigtingproses is en dat tegnologieë en stelsels wat ontwerp is om dienslewering en kliëntebehoeftes te ondersteun, gemonitor en bygewerk word (bv. webwerf).	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Praat doeltreffend oor diensleweringsake soos nodig; • Identifiseer en ontleed geleenthede waar innoverende idees tot verbeterde dienslewering kan lei; en • Maak seker dat alle geleenthede wat die munisipaliteit aanbied of inisieer die aandag vestig op dienslewering (prestasies/mylpale) of diensleweringsinligting oordra.

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2. Interpersoon-like verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Gee erkenning aan bydraes van ander; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul oogpunte te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; en • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.
3. Kommunikasie Dra idees en inligting doeltreffend oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat aangespreek word, wat 'n gemeenskaplike begrip verseker.	• Maak seker dat alle skriftelike en mondelinge kommunikasie bondig en goed gestruktureer is; • Dra inligting oor in 'n gepaste styl wat met die situasie verband hou; • Gebruik gepaste taal en vermy die gebruik van vaktaal; • Maak seker dat kommunikasie 'n duidelike doel het; • Maak seker dat kommunikasie feitelik en akkuraat is en betyds voorsien word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander sê; • Gebruik korrekte spelling, punktuasie en taal; • Luister versigtig om te verstaan; en • Vra vrae om kwessies duidelik te begryp.	• Openbaar bevoegdhede uit vlak 1; • Hanteer sake direk; • Dra behoeftes en instruksies duidelik oor; • Dra besluite en die redes daarvoor duidelik oor; • Kommunikeer persoonlik waar moontlik en indien gepas; • Praat met gesag en selfvertroue; • Verander die styl van kommunikasie om aan die behoeftes van die gehoor te voldoen; • Bestuur groepbesprekings doeltreffend; • Som inligting op om 'n gemeenskaplike begrip te verseker; • Steun redenasies en aanbevelings doeltreffend op skrif; • Stel goed gestruktureerde verslae en skriftelike opsommings op; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat mense belangrike boodskappe kry en besluite akkuraat ontvang; • Lewer doeltreffende voorleggings aan 'n groot verskeidenheid gehore; • Gebruik gepaste visuele hulpmiddels en tegnieke om die boodskap oor te dra en begrip aan te help; • Hanteer kwessies doeltreffend, selfs onder groot druk van die media; • Oorweeg hoe verskillende gehore inligting sal interpreteer; • Kommunikeer op 'n manier wat vir almal verstaanbaar en betekenisvol is; • Kontroleer hoe doeltreffend kommunikasie vir die teikengehoor is; en • Gebruik elke geleentheid om belangrike boodskappe te versterk.	• Openbaar bevoegdhede uit vlak 1 tot 3.

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		• Kan akkurate, duidelike getuienis in 'n geregshof gee.		
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge; • Aanvaar persoonlik verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige behoeftes; en • Steun ander om persoonlik verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vorige vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en werkgebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
Persoonlike bevoegdhede				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te hou en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Inspireer ander deur eie optrede en gesindheid om te presteer; • Hou self en ander verantwoordbaar vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.
2. Volharding Die vermoë om konstruktief op	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.		• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.		
3. Gereedheid vir verandering Die vermoë om te innoveer en om die status quo uit te daag en die vermoë om by te hou by verandering aangedryf deur ander.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere van dinge doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleenthede aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor);	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.

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		• Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.		
5. Probleem-oplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groter prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossings-benadering en verskaf rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n algehele organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoord-ingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te	• Gedra self volgens organisatoriese waardes; • Onderneem rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

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bevorder en om by kodes van goeie samewerkende regering te hou.				

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Bestuurs-/leierskapsbevoegdhede				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het 'n duidelike sin van eie en spandoelwitte; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1; • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; • Delegeer taak verantwoordelik aan ander en steun waar nodig; • Stel doeltreffende beheermaatreëls en moniteringsprosesse in om op hoogte van sake en resultate te bly; • Beweeg ander om op te tree deur oogmerke en doelwitte in daaglikse aktiwiteite te omskep; • Rig en motiveer ander tot optrede wat die uitdruklike doelwitte en oogmerke steun; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Dink progressief en bring innoverende idees voort.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Erken en beloon werknemers (na eie diskresionêre gesag) wie se optrede die bereiking van doelwitte en oogmerke steun; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor; • Verstaan en artikuleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om daar uit te kom; en • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke.
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor; • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel, bestuur en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming tot of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; • Word gevra om konflik en verskille op te los; • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Oorreed alle politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer; en • Lyk selfversekerd (gesaghebbend en geloofwaardig) wanneer formele vergaderings en/of die media toegespreek word.

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			• Gebruik 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte aan en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n	• Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander munisipaliteite/departemente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en produktiwiteit te bevorder; en • Werk doeltreffend saam met mense uit ander munisipaliteite/departemente en kan in 'n mededingende omgewing werk.

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gemeenskaplike doelwit te bereik.			• Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); en • Skep sterk moreel/spangees.	

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BEVOEGDHEIDSRAAMWERK VIR BOU-INSPEKTEUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(DitDit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistentbou-inspekteur	• Bou-inspekteur	• Senior bou-inspekteur	• Eerste bou-inspekteur
KENNIS EN OMVANG VAN WERK	• Bou kennis op van operasionele uitvoering van pligte in verband met gebou-ontwikkelingsbestuur.	• Kennis van die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; • 'n Tegniese en operasionele begrip van die geboubeheerfunksies insluitende die tegniese aard van opsporingstelsels; en • Kennis van wette, regulasies en beleid wat betrekking het op grondgebruikbestuur en die geboubeheerfunksie.	• Toegepaste kennis van die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; • Bewese tegniese en bedryfsbegrip van die geboubeheerfunksies insluitende die tegniese aard van opsporingstelsels; en • Toegepaste kennis van wette, regulasies en beleid wat betrekking het op grondgebruikbestuur en die geboubeheerfunksie.	• Uitgebreide kennis van die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; • Gevorderde tegniese en bedryfsbegrip van die geboubeheerfunksies insluitende die tegniese aard van opsporingstelsels; en • Uitgebreide kennis van wette, regulasies en beleid wat betrekking het op grondgebruikbestuur en die geboubeheerfunksie.
ONDERVINDING	• 0-2 jaar toepaslike ondervinding.	• 3-5 jaar ondervinding in die boubedryf.	• 5-8 jaar ondervinding in die boubedryf.	• Meer as 8 jaar ondervinding waarvan 3 jaar in 'n toesighoudende hoedanigheid moet wees.
KWALIFIKASIE	• Matriek plus 'n toepaslike Nasionale Tegniese Sertifikaat (NTS-)kwalifikasie; • Rekenaargeletterdheid: MS Office; en	• 'n Toepaslike Nasionale Diploma-kwalifikasie soos uiteengesit in die nasionale bouregulasies; • Rekenaargeletterdheid: MS Office;	• 'n Toepaslike Nasionale Diploma-kwalifikasie soos uiteengesit in die nasionale bouregulasies; • Rekenaargeletterdheid: MS Office;	• 'n Toepaslike Nasionale Diploma-kwalifikasie soos uiteengesit in die nasionale bouregulasies;

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	• Kan 'n rybewys kry: Kode EB.	• Rybewys: Kode EB; en • Kwalifiseer om geregistreer te word as 'n vredesbeampte (wetstoepassingsbeampte).	• Rybewys: Kode EB; en • Kwalifiseer om geregistreer te word as 'n vredesbeampte (wetstoepassingsbeampte).	• Rekenaargeletterdheid: MS Office; • Rybewys: Kode EB; en • Kwalifiseer om geregistreer te word as 'n vredesbeampte (wetstoepassingsbeampte).
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Funksionele bevoegdhede				
1. Gebou-ontwikkelingsbeheer Vermoë om veiligheids- en sekuriteitsprobleme te voorkom of daarop te reageer in die ontwikkeling van 'n gebou(e).	• Kan help met die inspeksie van bouwerk soos vereis deur die Nasionale Bouregulasies in die voorgeskrewe tydraamwerke; • Kan help met die rapportering van oortredings ingevolge die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; • Kan terreininspeksieverslae voorberei ten opsigte van ongemagtigde bouwerk vir regskennisgewings; • Maak seker dat kennisgewings voorberei en op die regte manier beteken word; en • Kan help met die bywerking van die Aansoekbestuurstelsel.	• Openbaar bevoegdhede uit vlak 1; • Inisieer selfgerigte aktiwiteit in die patroleergebied; • Kan kennis van plaaslike niekriminele statute en regulasies toepas om gemeenskapsveiligheidskwessies sover moontlik te verminder; • Beheer kritieke voorvalle met standaardwerkprosedures; • Openbaar goeie oordeel in spanningsvolle situasies; en • Verseker veiligheid van ander wanneer dwang gebruik word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Koördineer etlike patrollie-aktiwiteite; • Beplan en koördineer patrollie-aktiwiteite vir spesiale geleenthede soos feeste en optogte; en • Behou selfvertroue en selfbeheersing onder druk.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Kan strategieë en prosedures ontwikkel om gemeenskapsteundienste te hanteer.

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2. Kliëntgesentreerdheid van bou-inspekteurs Vermoë om op die kliënt te fokus en diens van hoë gehalte te voorsien wat daarop ingestel is om in verskillende behoeftes te voorsien in die gemeenskappe wat bedien word.	• Kan 'n diens aan interne/eksterne klante voorsien; • Gee raad oor gebouverwante sake spesifiek in verband met die goedgekeurde bouplan en die vereistes van die Wet op Nasionale Bouregulasies en Boustandaarde, 1977; en • Tree doeltreffend op ten opsigte van klagtes wat ontvang word deur oor te dra of die voorgenome of bestaande aktiwiteit die Wet op Nasionale Bouregulasies en Boustandaarde, 1977, nakom. **Help met terreininspeksies:** • Kan help met terreininspeksies ingevolge die Wet op Nasionale Bouregulasies en Boustandaarde, 1977, van alle geboue in aanbou; • Kan help met koördinering van terreininspeksies met ander departemente (bv. brand, gesondheid, riool, oortredings, voltooiings en okkupasiesertifikate vir geboue); • Kan met terreininspeksies help wat verband hou met reklameborde en slopingspermitaansoeke; • Help met nagaan van bouplanne; en	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en tree op om die kwessies en behoeftes van verskillende groepe in die gemeenskap te hanteer; • Praat met mense in die gemeenskap en probeer die maatskaplike kwessies wat die gemeenskap raak, verstaan; • Identifiseer en bou verhoudings met invloedryke mense en groepe in die gemeenskap op; • Oorreed gemeenskapslede van die nodigheid om met die polisie en wetstoepassingsagentskappe saam te werk; • Het 'n aktiewe invloed op die manier waarop verskillende etniese groepe die polisie en wetstoepassingsdienste beskou; • Moedig offisiers en personeel aan om oor die geskille wat hul plaaslike gebied beïnvloed, te leer; • Vind maniere om mense te help om die verskillende sienswyses in die gemeenskap te verstaan; • Maak seker mense verstaan dat die diens 'n deel van die gemeenskap is, eerder as dat dit daardeur beheer word; • Vind maniere vir verskillende groepe om hul mening te gee en moedig dit aan; • Spoor lede van die gemeenskap aan en help hulle om by die organisasie betrokke te raak; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Fokus polisiëringsplanne, oogmerke en teikens op voldoening aan die behoeftes van die gemeenskap; • Maak seker plaaslike oogmerke word ooreengekom in samewerking met plaaslike statutêre en vrywillige agentskappe; • Verstaan die kompleksiteit en impak van polisiëring van 'n verskeidenheid gemeenskappe; • Identifiseer duidelik en reageer op die oogpunte en behoeftes van belanghebbendes en klante; • Is sensitief vir die behoeftes en belange van ander organisasies wanneer met hulle saamgewerk word; • Maak seker dat die organisasie aansluiting vind by mense van alle ouderdomme, agtergronde en oogpunte; • Stel strukture en prosesse op wat doeltreffende werkverhoudings met die media aanspoor; • Verduidelik aan belanghebbendes en die publiek waarom en hoe geld in die organisasie bestee word;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Balanseer maatskaplike en politieke behoeftes met finansiële beperkings; en • Monitor dienslewering om seker te maak dat in klante se behoeftes voorsien word.

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	• Ondersoek geringe werkplanne.	• Bevorder die belange van die Munisipaliteit by buitestanders.	• Toon 'n oortuiging dat die organisasie verantwoordelik is aan die plaaslike gemeenskap; en • Hou plaaslike gemeenskappe ingelig van vordering ten opsigte van die voorsiening in hul behoeftes en hantering van hul kwellinge.	
3. Regsadministrasie Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.	• Kan help met die prosessering van regskorrespondensie; • Kan help met bywerking van toepaslike aansoekbestuurstelsel; en • Kan help met die voorbereiding van verslae en vorms vir indiening by die raad of die landdroshof wanneer opdrag gegee word deur die onmiddellike funksionele toesighouer.	• Openbaar bevoegdhede uit vlak 1; • Volg 'n sistematiese benadering tot versameling van inligting; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Help met die voorbereiding van verslae en vorms vir indiening by die raad of die landdroshof wanneer opdrag gegee word deur die onmiddellike funksionele toesighouer; • Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is; • Versamel inligting en idees van buite tot voordeel van die organisasie; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.

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		• Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	• Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Neem verskillende opsies in ag en oorweeg verskillende scenario's; en • Bring verbeeldingryke antwoorde op komplekse probleme voort.	
4. Onderhandeling en beïnvloeding Vermoë om ander te oorreed en te beïnvloed deur logika en redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.	• Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite; • Gebruik logika en redeneringsvermoë om ander te oorreed en te beïnvloed; en • Bied oortuigende/oorredende redenasies aan.	• Openbaar bevoegdhede uit vlak 1; • Hanteer besware deur probleme te erken en alternatiewe voor te stel; • Betrek mense met positiewe gesindhede om verbintenis van ander te kry; • Stel duidelike onderhandelingsmikpunte en uitkomste; • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer belangrike rolspelers in 'n situasie; • Kry algemene instemming by alle vlakke; • Ontwikkel logiese argumente, oortuig alle betrokkenes van die voordele; • Fokus op belangrike elemente van komplekse sake om ander van die beskouing te oortuig; en • Pas redenasies aan om die punte in te sluit wat die meeste invloed sal hê op die ander betrokkenes.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Assesseer die reaksie van kernspelers en pas redenasies dienooreenkomstig aan; • Skep 'n visie van die toekoms waarmee ander kan saamstem en wat hulle aantreklik vind; • Onderhandel oor suksesvolle uitkomstes met belanghebbendes, verkry hul steun om organisatoriese oogmerke te bereik; • Identifiseer die werklike magsbasis in ander organisasies as 'n uitgangspunt vir onderhandeling; en • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.
5. Etiek en professionalisme	• Wakker vir potensiële belangebotsings en volg prosedures om konflik te hanteer;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiële belangebotsings onder	• Openbaar bevoegdhede uit vlak 1 tot 3; • Los etiese, sake- en geskilbotsings behoorlik op;

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Die vermoë om etiese kwessies en belangebotsings te identifiseer en te hanteer.	• Verstaan en volg munisipale beleid en wetgewing; • Verstaan beskikbare hulpbronne in munisipaliteit om etiese kwessies op te los; en • Kan betrokke risiko's in alternatiewe handelswyses identifiseer.	• Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses en • Beveel gepaste optrede aan by toesighoudende praktisyns.	toepaslike professionele standaarde; • Identifiseer ander netelige sake en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag; • Neem voorlopige besluite en doen aanbevelings oor moeilike etiese kwessies; • Beveel optrede aan gegrond op evaluering van toepaslike feite, kwessies en risiko's; en • Beveel 'n handelswyse aan en kan toon hoe daardie aanbeveling die gewenste oogmerke sal bereik.	• Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; en • Berei doeltreffende strategieë om gewenste oogmerke te bereik voor en voer dit uit terwyl toepaslike risiko's in ag geneem word.
Professionele bevoegdhede				
1. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die diensleweringsoogmerke en -uitdagings te bereik.	• Verstaan hoe die gebou-ontwikkelingsbestuursproses in die munisipaliteit uitgevoer word; • Basiese kennis van die munisipaliteit; • Basiese bedryfskennis; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures; • Kennis en begrip van die munisipaliteit se funksionele direktorate; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan beleid en wetgewing van plaaslike regering; en • Verstaan die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaallikse planne in lyn met munisipaliteit se doelwitte en oogmerke; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan integrasie oor hierdie direktorate; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die spesifieke doelwitte en prioriteite van die munisipaliteit en plaaslike regering; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan strategiese integrasie daaroor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.

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			• Dra inligting by tot hantering van die munisipaliteit se diensleweringsuitdagings.	
2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.	• Identifiseer bronne van inligting en gebruik dit; • Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem; • Kan tussen toepaslike en belangrike inligting onderskei en dit skei; • Neem inligting vinnig en akkuraat in; • Hersien al die inligting wat versamel is om die situasie te verstaan en logiese gevolgtrekkings te maak; • Identifiseer en koppel oorsake en gevolge; • Identifiseer wat verander kan word en wat nie; • Volg 'n sistematiese benadering tot oplossing van probleme; • Bly onpartydig en vorm nie oorhaastige oordele nie; • Verwys na statute, prosedures en presedente, waar nodig, voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Volg 'n sistematiese benadering tot versameling van inligting; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer; • Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Oorweeg verskillende opsies en deurdink verskillende hipotetiese scenario's; • Bring verbeeldingryke antwoorde op komplekse probleme voort; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beveel innoverende denke by probleemoplossing aan; en • Versamel inligting en idees van buite tot voordeel van die munisipaliteit.

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3. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie.	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan maandeliks take vir self en ander; • Berei gedelegeerde planne vir ander weekliks voor; en • Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek, en konsolideer insette.
4. Inligtingsbestuur Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.	• Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaaie en databasisse soos gepas; • Gaan data na wanneer dit ingevoer word vir ooglopende foute; • Formaliseer en verbeter sjablone; en • Bestuur die sentrale bewaringsplek en dokumente.	• Openbaar bevoegdhede uit vlak 1; • Voer data-ontleding uit in monitering en aanmelding van sjablone deur te kontroleer vir onreëlmatighede wat 'n aanduiding is van ooglopende foute of kwellinge; en • Identifiseer kwellinge en verbeteringsgebiede waaraan aandag gegee moet word ten opsigte van monitering van data.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensieel beduidende risiko's van bekende bronne van risiko ontleed en identifiseer om die bestuur oor die identifikasie en verkleining daarvan bewus te maak; • Dokumenteer verslagdoeningsinligting in vereiste formate en kategorieë om eerste praktisyn en bestuur te help met die ontleding en interpretering en van kwartaallikse risikotendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursagteware ingevoer is en onttrek akkurate verslae.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur, hersien en ontleed aanbodkettingbestuur (AKB-)inligting en gevolgtrekkings; • Stel verslae saam, hersien dit en maak gevolgtrekkings op grond van resultate wat verkry is; en • Onderhou etlike elektroniese pakkette en stelsels wat vir rekordbestuur nodig is.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Oortuig ander van idees sonder om hul oogpunte te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.
2. Kommunikasie Dra idees en inligting doeltreffend oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat toegespreek word, wat 'n gemeenskaplike begrip verseker.	• Maak seker dat alle skriftelike en mondelinge kommunikasie bondig en goed gestruktureer is; • Dra inligting oor in 'n gepaste styl wat met die situasie verband hou; • Gebruik gepaste taal en vermy die gebruik van vaktaal; • Maak seker dat kommunikasie 'n duidelike doel het; • Maak seker dat kommunikasie feitelik, akkuraat en betyds verskaf word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander sê; • Gebruik korrekte spelling, punktuasie en taal;	• Openbaar bevoegdhede uit vlak 1; • Hanteer sake direk; • Dra behoeftes en instruksies duidelik oor; • Dra besluite en die redes daarvoor duidelik oor; • Kommunikeer persoonlik waar moontlik, indien gepas; • Praat met gesag en selfvertroue; • Verander die styl van kommunikasie om aan die behoeftes van die gehoor te voldoen; • Bestuur groepbesprekings doeltreffend; • Som inligting op om 'n gemeenskaplike begrip te verseker; • Steun redenasies en aanbevelings doeltreffend skriftelik;	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat mense belangrike boodskappe kry en besluite akkuraat ontvang; • Lewer doeltreffende voorleggings aan 'n groot verskeidenheid gehore; • Gebruik gepaste visuele hulpmiddele en tegnieke om die boodskap oor te dra en begrip aan te help; • Kommunikeer op 'n manier wat vir almal verstaanbaar en betekenisvol is; • Kontroleer hoe doeltreffend kommunikasie vir die teikengehoor is; en • Gebruik elke geleentheid om belangrike boodskappe te versterk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer sake doeltreffend, selfs onder groot druk van die media; en • Oorweeg hoe verskillende gehore inligting sal interpreteer.

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	• Luister versigtig om te verstaan; en • Vra vrae om sake te verhelder.	• Stel goed gestruktureerde verslae en skriftelike opsommings op; en • Kan akkurate, duidelike getuienis in 'n geregshof gee.		
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
Persoonlike bevoegdhede				
1. Aksie- en uitkomste--oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te hou en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak onverpoos seker dat projekoogmerke bereik word; en • Motiveer die span om resultate te behaal.
2. Volharding Toon volharding, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.	• Handel selfversekerd met lede van die publiek, put uit eie vaardighede en ondervinding; • Is gemaklik daarmee om alleen te werk met 'n gepaste vlak van toesig en leiding;	• Openbaar bevoegdhede uit vlak 1; • Is betroubaar in 'n krisis, bly kalm en dink helder; • Los konflik op en hanteer vyandigheid en beledigings op 'n kalm en beheerste manier; • Reageer rasioneel op uitdagings en vermy ongepaste emosie; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur strydende druk en spanning; • Handhaaf professionele etiek wanneer voor druk van ander te staan kom;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bly gefokus en in beheer van situasies; • Neem besluite en voer dit deur, al is dit ongewild, moeilik of kontroversieel; en • Staan vas by 'n posisie as dit reg is om dit te doen.

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	• Het 'n positiewe beskouing van situasie en konsentreer op wat bereik kan word; • Is bewus van persoonlike spanning en doen stappe om dit te beheer; • Aanvaar kritiek en lof; • Beheers emosies en raak nie emosioneel betrokke by geskille nie; • Is geduldig wanneer met mense werk wat kla; • Tree met selfvertroue op wanneer uitgedaag word; en • Sê nee wanneer nodig.	• Hanteer moeilike emosionele sake en gaan dan voort.	• Hanteer dubbelsinnigheid en maak werk van onsekerheid en frustrasie; en • Weerstaan druk om vinnig besluite te neem wanneer goeie oorweging nodig is.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur verandering doeltreffend deur veranderingsinisiatiewe aan te dryf.
4. Leeroriëntering	• Gryp geleentheid aan om nuwe dinge te leer;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
5. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
Bestuurs-/leierskapsbevoegdhede				
1. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksionele gebiede; • Moedig spanbenadering tot probleemoplossing aan;

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werk om 'n gemeenskaplike doelwit te bereik.				• Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
2. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1. • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings identifiseer; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Lei deur voorbeeld; • Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.

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4. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Beïnvloed senior bestuur en uitvoerende gesag doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.

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BEVOEGDHEIDSRAAMWERK VIR KOMITEEDIENSTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Versendingsbeampte	• Komiteeklerk	• Administratiewe beampte: Komitees • Komiteebeampte	• Bestuurder: Raads-/ Komiteesteun
KENNIS EN OMVANG VAN WERK	• Voer take uit wat verband hou met die versameling, groepering en versending van pos en ander verwante korrespondensie; • Voorsien algemene kantoorsteun; en • Aflewering by toepaslike afdelings van dokumentasie en agendas wat ontstaan by die afdeling.	• Sekretariële steun by raadsvergaderings deur die toepassing van vasgelegde vergaderingsprosedures en opname van verrigtinge tydens vergaderings; • Voorbereiding van notules en agendas; • Algemene administratiewe funksies; • Vertaling- en tolkdienste wat verband hou met die prosessering en bywerking van inligting wat by raadsittings betrokke is; en • Lewer van 'n proefleesdiens en samestelling van 'n databasis met betrekking tot taaldienste.	• Voer take/aktiwiteite uit wat verband hou met die koördinering van die logistieke vereistes van raads- en komiteevergaderings; • Voorsiening van sekretariële steun vir die komitee deur die toepassing van vasgelegde vergaderingsprosedures; • Kennis van munisipaliteitskomitee en vergaderingsprosedures en protokol; • Verwante administratiewe take; en • Monitering en toesig.	• Voorsiening van komitee se sekretarissteun aan raad, burgemeesterskomitee en bestuur; • Gevorderde vlak van kennis met betrekking tot funksies van munisipale komitee volgens beheerstrukture en wetgewing; en • Bevorder koppelvlak tussen politieke sfeer en bestuur.
ONDERVINDING	• 6-12 maande toepaslike ondervinding nodig.	• 1-2 jaar toepaslike ondervinding nodig.	• 3-5 jaar toepaslike administratiewe ondervinding nodig.	• Meer as 5 jaar administratiewe ondervinding nodig, waarvan 3 jaar of meer

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				bestuursondervinding moet wees.
KWALIFIKASIE	• Graad 10; en • Kode EB-rybewys.	• Graad 12; en • Rekenaargeletterdheid: MS Office.	• Toepaslike kwalifikasie ná matriek, verkieslik 'n Administrasie- of Sekretariële Diploma of ekwivalent; en • Rekenaargeletterdheid: MS Office.	• Gepaste 3-jaar tersiêre kwalifikasie, verkieslik 'n B-graad in Administrasie/Openbare Administrasie; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Gebruik van tegnologie Die vermoë om tegnologie in die werksplek te gebruik om die funksionering van die munisipaliteit te optimaliseer.	• Slegs basiese lees en skryf; • Kan die basiese funksies van 'n verskeidenheid kantoormasjiene gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon.	• Openbaar bevoegdhede uit vlak 1; • Uitgebreide kennis en vaardigheid in Microsoft Word sowel as Excel; en • Bogemiddelde tikspoed.	• Openbaar bevoegdhede uit vlak 1 en 2; • Uiters vaardig met MS Office.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Kan die integrasie van tegnologie in die werking van die kantoor bestuur.
2. Skriftelike kommunikasie Die vermoë om komplekse inligting in verstaanbare dokumente vir spesifieke gehore oor te dra.	• Basiese lees- en skryfvaardighede om kommunikasie te sorteer en by die korrekte departemente/ raadslede af te lewer.	• Openbaar bevoegdhede uit vlak 1; • Gaan dokumentasie wat met die teks verband hou deur, veral notules van verrigtinge, verordeninge en verduidelikende memorandums vir korrekte verwysings; • Transkribeer deur die balans tussen spoed en akkuraatheid in ag te neem;	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer met interne departement en/of eksterne diensverskaffers met betrekking tot die spysenieringsvereistes en/of skryfbehoeftes en toerusting nodig vir spesifieke sessies; en • Stel die uitvoeringsbrief saam en gee dit uit om op te volg	• Openbaar bevoegdhede uit vlak 1 tot 3; • Redigeer en proeflees alle agendas en notules; • Stel interne gestruktureerde en bestuursmemorandums en briewe op; en • Berei oorwoë skriftelike kommunikasie van hoë gehalte voor.

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		• Hou by tegniese uitlegvereistes van verslae; • Gebruik vryheid oor wanneer om van die lid se woorde af te wyk; • Besluit onder watter item op die indeks verrigtinge en toespraakonderwerpe opgeneem moet word, of skep dit indien dit nie bestaan nie; • Dra by tot opstelling van taal- en spelstandaarde; • Gebruik woordprosesseertoepassings om notules en kennisgewings van vergaderings voor te berei; en • Werk komiteelêers en verslae by en sluit bywoningsregisters, kennisgewings, korrespondensie en notules ooreenkomstig vasgestelde verwysingsvolgordes.	oor implementering van besluite waarop ooreengekom is.	
3. Beplanning en organisering Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies, resultate van die werkeenheid te bereik.	• Groepeer pos en korrespondensie volgens plek om gemak in aflewering te steun; en • Hou 'n tydrooster om seker te maak dat agendas en toepaslike dokumente tydig vir komende vergaderings afgelewer word.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en wys hulpbronne toe; • Verantwoordelik vir die ontplooiing en beheer van die nodige toerusting om die werk te onderneem; • Meet vordering en monitor prestasie en resultate; • Maak seker dat nodige spyseniering en skryfbehoeftes voor vasgestelde vergaderings beplan word;	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel take en hulpbronne vas – Bepaal projek-/taakvereistes deur dit in take op te breek; toerusting, materiaal en mense wat nodig is, te identifiseer; met interne en eksterne vennote te koördineer; • Reël en bevestig lokale met verwysing na die raad se vergaderingrooster met inagneming van die getal afgevaardigdes wat sal	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur en monitor roetering van voorleggings; • Bestuur en gebruik hulpbronne van raad om 'n doeltreffende en effektiewe diens te lewer; en • Formuleer werk deur stel van doelwitte, oogmerke, teikens, roosters en planne met gepaardgaande begrotings en hulpbronne volgens die organisasie se prosedures om

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		• Sirkuleer agendas, kennisgewings en notules na lede; • Hou by tegniese uitlegvereistes van verslae; en • Vra notas/dokumentasie van raadslede aan wanneer nodig.	bywoon en die fasiliteite wat benodig word; en • Wys sekretariële hulpbronne toe ooreenkomstig die status en kompleksiteit van vergaderings en dien voltooide roosters in vir goedkeuring en uitvoering.	uitsette van die eenheid te bereik.
Funksionele bevoegdhede				
1. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om organisatoriese doelwitte te bereik.	• Behou goeie verhoudings met medewerkers aangesien die werk kontak met alle vlakke van personeel in verskillende afdelings vereis..	• Openbaar bevoegdhede uit vlak 1; • Kommunikeer doeltreffend en gee erkenning aan bydraes van ander; en • Lê inligting akkuraat vas in interaksie met interne en eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Wys duidelik gedefinieerde take aan ondergeskiktes toe; • Gee leiding aan span om oogmerke te bereik; • Fasiliteer stelling van doelwitte en probleemoplossing deur die span; • Bestuur konflik deur 'n deelnemende deursigtige benadering; en • Voorsien insig, hulp aan ondergeskiktes om 'n kultureel en rasgeïntegreerde werksplek te bevorder.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Lei, rig en bestuur personeel in die eenheid sodat hulle oogmerke bereik; • Maak seker dat werknemers duidelike rolbeskrywings het wat aan algehele strategiese oogmerke van die eenheid gekoppel is; en • Oorreed politieke hoofde om besluite/uitkomstes wat by raadsvergaderings bereik word aan te neem en te implementeer.
2. Taakbestuur Beplan, bestuur, monitor en evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	• Ken eie tyd doeltreffend toe om werk te voltooi; • Kan hulpbronne optimaal gebruik; • Kan take prioritiseer; • Bly gefokus op taak voorhande; en • Gebruik tyd doeltreffend en voorkom dat ontoepaslike sake of afleidings inmeng met die voltooiing van werk.	• Openbaar bevoegdhede uit vlak 1; • Kan etlike hulpbronne prioritiseer om by mededingende spertye te bly; • Stel 'n register saam van afgehandelde werk en onderhou dit; • Bestudeer toepaslike dokumentasie vir raadsvergaderings;	• Openbaar bevoegdhede uit vlak 1 en 2; • Voorsien leiding en instruksie terwyl daar gedelegeer word; • Beplan vooruit om seker te maak dat nodige toerusting en/of materiaal in gepaste plekke is sodat eie en ander se werk doeltreffend gedoen kan word; • Maak gebeurlikheidsplanne.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Koördineer raad, burgemeesterskomitee, bestuur en ander komitees; • Berei jaarlikse siklus van vergaderings voor met afsnydatums; en • Bestuur die gebruik van raadshulpbronne om 'n doeltreffende en effektiewe diens te lewer.

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		• Konsulteer ekstern met ervare taalpraktisyns wanneer navorsingsbronne nie oplossings vir vertaalprobleme bied nie; en • Dra by tot opstel van taal- en spelstandaarde.	• Kommunikeer met ampsdraers om items vas te stel om op die agenda in te sluit en oor die indiening van algemene verslae en voorstelle wat die agenda-items steun; en • Wys sekretariële hulpbronne toe ooreenkomstig die status en kompleksiteit van vergaderings en dien voltooide roosters in vir goedkeuring en uitvoering.	
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Vors behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en • Tree professioneel op in interaksie met kliënte en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker alle opvolgaktiwiteite is voltooi; • Monitor diensverskaffers om seker te maak dat dienslewering aan die vasgestelde standaarde voldoen en hulle inspireer om diensstandaarde te verbeter; en • Skep 'n klimaat van diensleweringsvoortreflikheid vir die eenheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker dat alle kommunikasie met belanghebbendes 'n tweerigtingproses is; • Maak seker dat tegnologieë en stelsels wat ontwerp is om dienslewering en kliëntebehoeftes te steun, gemonitor en bygewerk word; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en • Konsulteer en gebruik internasionale beste praktyke oor diensleweringsinnovering.
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig;

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buite die munisipaliteit te vestig en te onderhou.		• Gee erkenning aan bydraes van ander; en • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes.	• Moedig insette van ander aan en neem dit in ag; en • Oortuig ander van idees sonder om hul beskouing te onderdruk.	• Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Hanteer sensitiewe persoonlike gesprekke doeltreffend (maak nie sensitiewe persoonlike inligting bekend nie); en • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie.
3. Klantoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker, ontleed tendense en stel oplossings voor; • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar; en • Maak seker dat reaksietye vinnig is.
		Persoonlike bevoegdhede		
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar;	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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doelwitte te stel en te bereik, by spertye te hou en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.		• Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Druk span onverpoos en lei bereiking van projekoogmerke.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is en ontwikkel 'n strategie om verandering te implementeer.

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			• Probeer 'n invloed hê op veranderende gebeure.	
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 en 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien beweegrede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjie-denke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat

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			• Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
Bestuurs-/leierskapsbevoegdhede				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Gee leiding aan ander en fokus op suksesvolle bereiking van oogmerke; en • Motiveer self en ander om werk van hoë gehalte binne spertyd te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; • Delegeer taak verantwoordelik aan ander en steun waar nodig; • Stel doeltreffende beheermaatreëls en moniteringsprosesse in om op hoogte te bly van sake en resultate; en • Inspireer personeel deur eie gedrag – lei deur voorbeeld.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dink progressief en bring innoverende idees voort; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor; • Monitor die bestuur van veelvuldige take en balanseer prioriteite en botsings tussen take; • Verstaan en artikuleer die groot prentjie en die implikasies daarvan; en • Behou 'n duidelike fokus op langtermyndoelwitte en bring

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				meer as een manier voort om daar uit te kom.
2. Spanoriëntering Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan doeltreffend as spanlid funksioneer; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Werk doeltreffend saam met mense uit ander departemente; en • Neem doeltreffend as 'n lid van 'n span deel om span te help om doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Luister na ander en betrek hulle ten volle by spanbesluite; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bou spangees en samehorigheid oor funksionele gebiede; en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); • Gebruik komplekse strategieë soos spantake en oorkruisopleiding om spanmoreel en produktiwiteit te bevorder; en • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer.
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met ewekniëë; • Verstaan eie beperkings; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde.	• Openbaar bevoegdhede uit vlak 1; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bemagtig ander en verdeel die werklas gepas; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; en • Stel uitdagende take wat individue se vermoëns en selfvertroue rek.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die eenheid; • Diagnoseer prestasieprobleme en stel gepaste

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				ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR KOMMUNIKASIE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	**Beroepspersoon op intreevlak** • Mediaskakelbeampte • Openbare skakelbeampte • Interne kommunikasiebeampte • Bemarkingsbeampte • Digitalestelselsbeampte	**Beroepspersoon of hoër vlak** • Mediakoördineerder • Senior mediaskakelbeampte • Senior openbare skakelbeampte • Senior interne kommunikasiebeampte • Senior bemarkingsbeampte • Senior digitalestelselsbeampte	**Kleiner funksiehoof** • Bestuurder van openbare betrekkinge • Bestuurder van interne kommunikasie • Bemarkingsbestuurder • Handelsmerkbestuurder • Bestuurder van digitale stelsels • Publikasiehoof	**Groter funksiehoof** • Mediabestuurder • Senior bestuurder van openbare betrekkinge • Senior bestuurder van openbare aangeleenthede • Senior bemarkingsbestuurder • Senior handelsmerkbestuurder
KENNIS EN OMVANG VAN WERK	• Interne/eksterne bedryfskommunikasie en/of openbare betrekkinge om 'n positiewe reputasie en bewustheid van die organisasie te bou en te behou.	• Koördinering van interne/eksterne kommunikasie en openbare betrekkingsprogramme om 'n positiewe reputasie van die organisasie te bou en te behou.	• Bestuur van die sakeaktiwiteite van 'n spesialistak/-funksie in 'n groter departement; en • Sou die bestuur van personeel/diensverskaffers en toepaslike sakeaktiwiteite insluit.	• Bestuur van die sakeaktiwiteite van 'n groter, komplekser en meer diverse spesialistak/-funksie in 'n groter departement; en • Die bestuur van personeel/diensverskaffers en toepaslike sakeaktiwiteite.
ONDERVINDING	• 0-2 jaar toepaslike ondervinding.	• 2-5 jaar toepaslike ondervinding vereis.	• 5-8 jaar toepaslike ondervinding op senior praktisynsvlak word vereis.	• 8 jaar meer toepaslike ondervinding op senior praktisynsvlak word vereis.

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KWALIFIKASIE	• Toepaslike IKT-sertifikaat/diploma ná matriek in die toepaslike beroep.	• Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n diploma/nasionale diploma of graad.	• Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n diploma/nasionale diploma of graad.	• Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n diploma/nasionale diploma of graad.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Kommunikasie Die vermoë om inligting en idees doeltreffend deur 'n verskeidenheid media aan individue of groepe oor te dra wat hul aandag trek en begrip van die boodskap verseker.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasievaardighede; • Gee aandag aan kommunikasieboodskappe van die organisasie – interpreteer dit korrek en reageer spoedig en gepas; • Kan ondervra wanneer kommunikasie onduidelik is; • Vertroud met verskeie kommunikasieplatforms; • Goeie begrip van spesifieke platforms/instrumente waarvoor individu verantwoordelik is; • Openbaar 'n begrip van die kwessies in die omgewing en hoe om kommunikasieboodskappe die beste te versprei; en • Kan op etlike vlakke kommunikeer na gelang van die teikengehoor.	• Openbaar bevoegdhede uit vlak 1; • Kan sonder direkte toesig in funksionele gebied werk; • Organiseer werk op 'n logiese manier en prioritiseer probleme; • Dra inligting deur verskeie kommunikasieplatforms oor, óf direk óf in oorleg met ander beamptes; • Maak seker dat alle kommunikasie (verbaal sowel as skriftelik) duidelik en ondubbelsinnig is; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Kan spesifieke take gegee word en sonder direkte toesig werk; • Is ontvanklik vir voorstelle en idees van ander; en • Openbaar 'n diep begrip van die kwessies wat oorgedra moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwerp en implementeer sakeplan vir die funksie waarvoor verantwoordelik; • Ontwikkel kommunikasiestrategieë; • Bestuur veldtogte; • Bestuur van daaglikse aktiwiteite in die funksie; • Kan komplekse kommunikasietake aanvaar, boodskappe op gepaste wyse ontwikkel en kommunikeer om begrip te verkry; • Balanseer politieke oogpunte met organisatoriese behoeftes wanneer gekommunikeer word; • Maak seker alle punte is gedek en dat alle inligting korrek en volledig is; • Bestuur onbeplande en dringende kommunikasie; • Hanteer kwessies proaktief voordat dit 'n krisis word;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Nota: Vlak 4-praktisyns is verantwoordelik vir groter, meer diverse funksies en moet die hoër graad van kompleksiteit, diversiteit en betekenis van sake kan bestuur.

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			• Kan belanghebbendebestuur en -skakeling op hoë vlak uitvoer; en • Skakel ten nouste met ander funksiehoofde om volledigheid van boodskappe te verseker.	
2. Organisatoriese bewustheid Openbaar 'n bewustheid van die munisipaliteit se kernaandrywers, impakte op dienslewering en verstaan die politieke ondertone en gevolge in die munisipaliteit.	• Het 'n begrip van die mandaat van die organisasie en hoe die organisasie werk; • Bewus van die munisipaliteit se programme en prioriteite, doelwitte en oogmerke; • Diplomaties en taktvol wees; en • Vertroud met die toepaslike wetgewende raamwerk wat die munisipaliteit/organisasie beheer.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n begrip van die mandaat van die organisasie en hoe dit werk; • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering; • Is polities bewus en skerpsinnig; • Verstaan hoe die munisipaliteit werk en die funksies van die verskillende direktorate; • Is bewus van die belanghebbendes wat betrokke is, verstaan gemeenskapsbehoeftes en is bewus van omgewingskwellinge; en • Dra kennis van al die toepaslike wetgewing en protokolle.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; en • Toon 'n dieptekennis van munisipale en sektorwetgewing, tesame met alle toepaslike protokolle.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bring kommunikasiestrategieë in lyn met die mandaat van die organisasie.
3. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon	• Werk binne redelik gestruktureerde parameters en riglyne wanneer probleme opgelos word;	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip;	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n intuïtiewe begrip van sake en kan inligting koppel;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Maak op eie oordeel staat en neem besluite wat beduidende korporatiewe impak kan hê.

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langtermyndenke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.	• Weet wanneer om 'n probleem na meerdere te verwys om opgelos te word; en • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel.	• Kan vrae stel oor kwessies en diep ondersoek, met takt en diplomasie; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie.	• Soek na nuwe maniere om probleme op te los en openbaar innoverende en kreatiewe denke; • Kan detailoriëntering met grootprentjie-denke versoen; • Hanteer onvoorspelbaarheid doeltreffend en kan vinnig optree; en • Gemaklik met 'n mate van dubbelsinnigheid.	
Funksionele bevoegdhede				
1. Projekbestuur Vermoë om eie take en ander se take te beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.	• Bestuur die toegewese take tot die ooreengekome standaarde en hou by spertye; • Gebruik tyd doeltreffend en bly gefokus – word nie maklik afgelei nie; • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Maak seker dat werk akkuraat en volledig is.	• Openbaar bevoegdhede uit vlak 1; • Bestuur hulpbronne in funksie om projekoogmerke te bereik; • Stel hoë prestasiestandaarde aan self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan, organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne te voer – op funksievlak; • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligtigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Definieer rolle en verantwoordelikhede vir projekspanlede en kommunikeer verwagtinge duidelik; • Stel en bestuur diensvlakooreenkomste met kontrakteurs; • Bestuur etlike projekte/ programme; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly en om doeltreffende voltooiing van leweringsprodukte te verseker; • Bestuur etlike begrotings; • Bestuur die kontraktuele aspekte, verseker dat alle werk in ooreenstemming met die kontrak gedoen word; • Bestuur en voer kontrakveranderinge uit en onderhandel in 'n wetlike

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				gepaste forum weer oor wysigings; en • Kom statutêre vereistes na en pas beleid konsekwent toe.
2. Finansiële bestuur Toon 'n bewustheid van begrotingsbeperkings en werk verstandig binne finansiële perke.	• Bewus van die MFMA en wat dit probeer bereik; • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou; en • Volg faktureringsen- en betalingspraktyke soos uiteengesit deur die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die MFMA en wat dit probeer bereik; • Werk met die befondsing wat aan 'n spesifieke projek/inisiatief toegeken is om optimale besteding binne die reëls en beperkings van die finansiële stelsel te verseker; en • Meld onreëlmatige/ problematiese besteding by bestuur aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat die funksie se kommunikasie-instrumente op die mees gepaste wyse gebruik word om boodskappe oor te dra – insluitende samewerking met ander dissiplines in die munisipaliteit/departement om optimale oordrag van boodskappe te verseker; • Verstaan en evalueer finansiële implikasies van voorstelle (bv. advertensieveldtogte); • Hou by aanbodkettingbestuursprosesse wanneer eksterne dienste verkry word; en • Ontwikkel regstellende maatreëls/optrede om seker te maak begroting is in lyn met finansiële hulpbronne.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan, ontleed en monitor finansiële verslae; • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou; • Berei finansiële verslae en riglyne voor gegrond op die voorgeskrewe formaat; • Bring uitgawes in lyn met begrotings en kontantvloeivoorspellings; • Assesseer, identifiseer en bestuur finansiële risiko's; • Volg 'n kostebesparende benadering tot finansiële bestuur; en • Identifiseer en implementeer behoorlike moniterings- en evaluasiepraktyke om gepaste besteding teen die begroting te verseker.
3. Inligtingsmeting en -monitering Openbaar 'n vermoë om inligting te versamel, te hersien en te ontleed, tendense te identifiseer en daaroor verslag te doen.	• Lê data akkuraat vas, kontroleer vir akkuraatheid; en • Kan basiese data-ontleding doen.	• Openbaar bevoegdhede uit vlak 1; • Kan meer komplekse data ontleed deur die skepping van sigblaaie en databasisse; en • Kan gevolgtrekkings opsom.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel vas wat gemonitor moet word; • Ontwikkel moniteringstelsels wat maklik is om te gebruik en data verskaf wat toepaslik en tydig is;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die ontwikkeling, implementering en beheer van moniteringstelsels.

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			• Ontleed en hersien data gereeld om vooruitgang te monitor, veral ná 'n spesifieke veldtog, of om doeltreffendheid van kommunikasie vas te stel, of om spesifieke diensleweringsbehoeftes vooruit te sien; • Kan vrae stel oor inligting, gevolgtrekkings maak om tendense te ontleed en voorstelle maak; en • Kan die toon van funksionele kommunikasie bepaal met die oog daarop om met die nodige kommunikasie-ingrypings vorendag te kom.	
4. Gebruik van tegnologie Vertoon 'n vermoë om tegnologie in die werksplek te gebruik om prestasie te optimaliseer en beter resultate te lewer.	• Basiese tot intermediêre vlak van rekenaargeletterdheid; en • Kan spesialisstelsels/-pakkette op beginners- of intermediêre vlak gebruik.	• Openbaar bevoegdhede uit vlak 1; • Openbaar meer gevorderde rekenaargeletterdheid; en • Openbaar 'n vermoë om die spesialisstelsels/ pakkette wat op die pos van toepassing is op 'n meer gevorderde vlak te gebruik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar kreatiwiteit wanneer verskillende aspekte van tegnologie in die tak/funksie gebruik word; • Is bewus van jongste ontwikkelinge en sal waar nodig voorstelle maak om tegnologie aan te skaf wat sal help om resultate te kry; en • Openbaar tegniese bedrewenheid in die gebruik van tegnologiese toerusting op die gebied.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die doeltreffende gebruik van tegnologie om bedrywighede te steun.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om	• Openbaar 'n verbintenis aan voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot	• Openbaar bevoegdhede uit vlak 1; • Vors behoeftes van kliënte na;	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan gemeenskapsbehoeftes en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Maak seker alle opvolgaktiwiteite is voltooi.

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dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	onderneming van take en hou by spertye; en • Openbaar sterk verbintenis tot hantering van kommunikasienavrae/verskaffing van inligting.	• Raadpleeg kliënte en belanghebbendes in die spesifieke dissipline/saak oor maniere om kommunikasie oor hul dienste te verbeter; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	steun lewering deur tydige kommunikasie; • Maak seker dat die departement/munisipaliteit vinnig op situasies (insluitende krisisse) reageer en lig alle belanghebbendes in wanneer nodig deur die instrumente in die funksionele gebied te gebruik; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; • Maak seker alle opvolgaktiwiteite is voltooi; • Maak seker dat alle kommunikasie met belanghebbendes waar moontlik 'n tweerigtingproses is en dat tegnologieë en stelsels wat ontwerp is om dienslewering en kliëntebehoeftes te steun, gemonitor en bygewerk word (bv. webwerf); en • Skakel met ander funksionele gebiede in die departement om seker te maak dat holistiese kommunikasie plaasvind.	
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vestig en te onderhou.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Gee erkenning aan bydraes van ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; en	• Openbaar bevoegdhede uit vlak 1 tot 3. • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; • Beding vergunnings sonder om verhoudings te skaad; en

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		• Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Toon selfvertroue in interaksie met interne en eksterne belanghebbendes.	• Kan reguit en eerlik, dog diplomaties en taktvol wees.
3. Klantoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker, ontleed tendense en stel oplossings voor; • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar; en### • Maak seker dat reaksietye vinnig is.
Persoonlik				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Is selfgemotiveerd; en • Hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik; • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; • Jaag projekoogmerke meedoënloos na; en • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander verantwoordelik vir lewering van projekte en doelwitte; • Stel uitdagende doelwitte vir self en vir die span; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.
2. Volharding	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Bly kalm en gefokus onder druk.	• Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; • Kan vinnig optree en gou op situasies reageer. Beplan en inisieer nuwe maniere om vooruit te gaan; en • Inisieer nuwe maniere om vooruit te gaan.	• Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bevorder deursigtige en aanspreeklike administrasie. • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Bevorder 'n kultuur van etiese gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Tree beslis op teen korrupte en oneerlike gedrag; meld bedrog, korrupsie, nepotisme en wanadministrasie aan.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus en by veranderende omstandighede aan te pas.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Neem aan gereelde eksterne aktiwiteite deel in die proses van verdere ontwikkeling; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bevorder beste praktyk en behoort aan 'n netwerk in die bedryf; en • Skep 'n leeromgewing.

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		• Gewillig om nuwe benaderings te probeer om 'n beter manier om dinge te doen, te ontwikkel; • Leer uit ondervinding – herhaal nie foute nie; • Aanvaar uitdagende en onbekende take; en • Openbaar 'n vermoë om 'n situasie te lees en by veranderende omstandighede aan te pas.	rigting van verandering te mobiliseer.	
Bestuurs-/leierskapsbevoegdhede				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het 'n duidelike sin van eie en spandoelwitte; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1; • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take in die funksionele gebied; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; • Delegeer taak verantwoordelik aan ander en steun waar nodig; • Stel doeltreffende beheermaatreëls en moniteringsprosesse in om op hoogte te bly van sake en resultate; • Beweeg ander om op te tree deur oogmerke en doelwitte in daaglikse aktiwiteite te omskep. Rig en motiveer ander tot	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bied leiding wanneer met ander funksionele gebiede in die organisasie saamwerk; en • Voer interaksie met ander funksionele gebiede om konsekwente werk te verseker.

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			optrede wat die uitdruklike doelwitte en oogmerke steun; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Dink progressief en bring innoverende idees voort.	
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor; • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel, bestuur en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik;### • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Nota: Groter funksiehoofde sal van tyd tot tyd met topbestuur en die politieke vlakke oor spesifieke sake interaksie hê.
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir swak prestasie verstaan en die gepaste steun gee; en • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Stel uitdagende take wat individue se vermoëns en selfvertroue rek

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		• Herken die behoefte na en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	produktiewe manier in die werksomgewing toe.	
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan in 'n multidissiplinêre span funksioneer; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Kan onafhanklik werk in eie dissipline; • Kan 'n projekspan in eie dissipline lei; en • Werk doeltreffend saam met mense uit ander organisasies/departemente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie funksies; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bemagtig span om doelwitte te stel en te bereik.

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BEVOEGDHEIDSRAAMWERK VIR RAMPBESTUUR

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)** **FUNKSIONELE GEBIEDE** • **Ramprisiko-voorkoming- en -vermindering;** • **Rampversagting** • **Rampgereedheid en -reaksie** • **Rampherstel en -rehabilitasie** • **Noodkommunikasie-beampte/ Kontrolekamer-operateur**	• Assistentramp- (Risiko-) bestuursbeampte	• Ramp- (Risiko-) bestuursbeampte	• Senior Ramp- (Risiko-) bestuursbeampte	• Onderhoof- Ramp- (Risiko-) bestuursbeampte • Portefeuljehoof	• Bestuurder (Hoof) Ramp- (Risiko-) bestuursentrum • Hoof: RRB-sentrum
KENNIS EN OMVANG VAN WERK	• Openbaar 'n fundamentele kennisbasis van die belangrikste gebiede van een of meer velde of dissiplines wat met R(R)B – Ramp- (Risiko-) bestuur – verband hou, benewens die fundamentele gebiede en begrip van die kernterme, reëls, konsepte, vasgestelde beginsels en teorieë op een of meer gebiede	• Openbaar 'n ingeligte begrip van die kerngebiede van R(R)B, dissiplines of praktyke en 'n ingeligte begrip van die kernterme, konsepte, feite, algemene beginsels, reëls en teorieë van die veld, dissipline of praktyk. • Lei bedryfsbeplanning;	• Openbaar uitvoerige kennis van die hoofgebiede van R(R)B, dissiplines of praktyke, insluitende 'n begrip van en vermoë om die kernterme, konsepte, feite, beginsels, reëls en teorieë van daardie veld, dissipline of praktyk toe te pas op onbekende maar toepaslike kontekste;	• Openbaar geïntegreerde kennis van die sentrale areas van een of meer gebiede van R(R)B, dissiplines of praktyke, insluitende 'n begrip van en 'n vermoë om die kernterme, konsepte, feite, beginsels, reëls en teorieë van daardie veld, dissipline of praktyk toe te pas en te evalueer; • Openbaar uitvoerige kennis van R(R)B of	• Openbaar kennis van en betrokkenheid by 'n gebied op die voorpunt van R(R)B, dissipline of praktyk; • Openbaar 'n begrip van die teorieë, navorsings-metodologieë, metodes en tegnieke van toepassing op R(R)B, dissipline of praktyk; • Toon 'n begrip van hoe om hierdie kennis in 'n

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	van ramp- (risiko-) bestuur; • Steun en neem deel aan bedryfsbeplanning; en • Kennis van en kan projekadministrasie doen.	• Steun en neem deel aan taktiese beplanning; en • Kennis van en kan projekbestuur steun.	• Openbaar kennis van R(R)B of gebiede van spesialisering en hoe daardie kennis verband hou met ander velde, dissiplines of praktyke; • Lei bedryfs- en taktiese beplanning; • Steun en neem deel aan strategiese beplanning; en • Kennis en ondervinding van projek- en programbestuur.	gebiede van spesialisering en hoe daardie kennis verband hou met ander velde, dissiplines of praktyke; • Lei bedryfs-, taktiese en strategiese beplanning; en • Kennis en ondervinding van projek- en programbestuur.	besondere konteks toe te pas; • Lei komplekse strategiese beplanning, voorsien raamwerke en riglyne vir taktiese en bedryfsbeplanning; en • Kennis en ondervinding van projek- en programbestuur.
ONDERVINDING	• 0-2 jaar ondervinding	• 3-5 jaar ondervinding op die gebied van Ramp-(Risiko-)bestuur	• 5-8 jaar ondervinding op die gebied van Ramp-(Risiko-)bestuur waarvan 2 op R(R)B-beamptevlak moet wees	• Minimum 8 jaar of meer ondervinding op die gebied van Ramp-(Risiko-)bestuur waarvan 2 op senior vlak moet wees	• Meer as 8 jaar ondervinding in senior bestuur, in rampbestuur
KWALIFIKASIE	• Matriek • Kode EB-rybewys • Fisies fiks • Rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie, verkieslik in Ramp- (Risiko-)bestuur • DMISA-registrasie: Tegnikus • Rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie verkieslik in Ramp- (Risiko-)bestuur • DMISA-registrasie: Genoot • Rekenaargeletterdheid: MS Office	• Bacchalaureusgraad/Gevorderde Diploma in Ramp- (Risiko-)bestuur • DMISA-registrasie: Praktisyn • Rekenaargeletterdheid: MS Office	• Minimum Honneurs of Nagraadse Diploma in Ramp- (Risiko-)bestuur • DMISA-registrasie: Professioneel • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**	**5**
Funksionele/Tegniese en professionele bevoegdhede					

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1. Ramp- (Risiko-) bestuur Die vermoë om risiko te identifiseer en te assesseer en hulpbronne te bestuur om noodgevalle te hanteer om die impak van rampe te verklein. ###	Bewese vermoë om te help met/deel te neem aan die gestruktureerde implementering van maatreëls wat gemik is op: • Voorkoming of vermindering van die risiko van rampe; • Versagting van die erns van die gevolge van rampe; • Gereedheid vir 'n noodgeval; • Vinnige en doeltreffende reaksie op rampe; en • Herstel en rehabilitasie ná 'n ramp.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls om rampe te versag, gereedheid en reaksies op noodsituasies en herstel ná 'n ramp te bestuur.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou toesig oor en integreer voortdurend multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls om die risiko van rampe te voorkom of te verminder, die erns daarvan te versag, die gereedheid vir en reaksies op noodsituasies en herstel ná die ramp te bestuur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls om die risiko van rampe te voorkom of te verminder, die erns daarvan te versag, die gereedheid vir en reaksies op noodsituasies en herstel ná 'n ramp te bestuur.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls om die risiko van rampe te voorkom of te verminder, die erns daarvan te versag, die gereedheid en reaksies op noodsituasies en herstel ná 'n ramp te bestuur.
2. Ramprisikovoorko-ming- en -vermindering Die vermoë om die risiko van rampe te assesseer, vooruit te sien en te verminder.	Bewese vermoë om te help met/deel te neem aan die gestruktureerde implementering van maatreëls wat gemik is op: • Om te keer dat 'n ramp voorkom of om te keer dat 'n voorval 'n ramp word; • Verwagting van toekomstige ramprisiko; • Vermindering van bestaande blootstelling, gevaar en kwesbaarheid; en • Bou van gemeenskapsaanpas-baarheid.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls om rampe te voorkom of te keer dat 'n voorval 'n ramp word, verwagting van toekomstige ramprisiko, vermindering van bestaande blootstelling, gevaar en kwesbaarheid en bou van	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou toesig oor en integreer voortdurend 'n geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls om rampe te voorkom of te keer dat 'n voorval 'n ramp word, verwagting van toekomstige ramprisiko, vermindering van bestaande blootstelling, gevaar en kwesbaarheid en bou van	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls om rampe te voorkom of te keer dat 'n voorval 'n ramp word, verwagting van toekomstige ramprisiko, vermindering van bestaande blootstelling, gevaar en kwesbaarheid en bou van gemeenskapsaanpas-baarheid.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n voortdurende en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls om rampe te voorkom of te keer dat 'n voorval 'n ramp word, verwagting van toekomstige ramprisiko, vermindering van bestaande blootstelling, gevaar en kwesbaarheid en bou van

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		gemeenskapsaanpas-baarheid.	gemeenskapsaanpas-baarheid.		gemeenskapsaanpas-baarheid.
3. Rampversagting Beplanning en implementering van proaktiewe maatreëls om die impak van risiko's en rampe te verminder.	Bewese vermoë om te help met/deel te neem aan die gestruktureerde implementering van maatreëls wat gemik is op: • Vermindering van die potensiële ongunstige impakte van natuurlike en mensgemaakte fisiese gevare deur optrede wat die gevaar, blootstelling en kwesbaarheid verminder; en • Vermindering van die bronne en verbetering van die versagtingskapasiteit vir ramprisiko's en klimaatsverandering.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls om die potensiële ongunstige impakte van natuurlike en mensgemaakte fisiese gevare te verminder; • Kan aksies implementeer wat gevaar, blootstelling en kwesbaarheid verminder; en • Verminder die bronne en verbeter die versagtingskapasiteit vir ramprisiko's en klimaatsverandering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Voer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls uit om die potensiële ongunstige impakte van natuurlike en mensgemaakte fisiese gevare te verminder; • Kan insette lewer vir strategie en implementeringsplanne wat gevaar, blootstelling en kwesbaarheid verminder; en • Verminder die bronne en verbeter die versagtingskapasiteit vir ramprisiko's en klimaatsverandering.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls uit om die potensiële ongunstige impakte van natuur- en mensgemaakte fisiese gevare te verminder; • Kan strategie en implementering van planne bedink wat gevaar, blootstelling en kwesbaarheid verminder; en • Verminder die bronne en verbeter die versagtingskapasiteit vir ramprisiko's en klimaatsverandering.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls uit om die potensiële ongunstige impakte van natuurlike en mensgemaakte fisiese gevare te verminder; • Kan strategie en implementeringsplanne lei wat gevaar, blootstelling en kwesbaarheid verminder; en • Verminder die bronne en verbeter die versagtingskapasiteit vir ramprisiko's en klimaatsverandering.
4. Rampgereedheid en reaksie	Help met/Neem deel aan die gestruktureerde implementering van maatreëls gemik op:	Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van	Toesig en 'n voortgesette integrasie van multidissiplinêre en multisektorale proses van	Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van	Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en

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Vermoë om voor te berei vir en die impak van rampe te verminder en doeltreffend gevolge in geval van 'n ramp te bestuur;	• Deelname aan vestiging van 'n toestand van gereedheid wat staatsorgane en ander instellings wat by rampbestuur betrokke is, die privaat sektor, gemeenskappe en individue in staat stel om noodlenigingsmaatreëls te mobiliseer, te organiseer en te voorsien om 'n naderende of huidige ramp of die uitwerking van 'n ramp te hanteer; en • Help met/Neem deel aan die ontwikkeling van kennis en kapasiteite onder regeringsdepartemente, professionele reaksie- en herstelorganisasies, gemeenskappe en individue om doeltreffend die impakte van waarskynlike, naderende of huidige gevaargeleenthede of -toestande vooruit te sien, daarop te reageer en daarvan te herstel.	gestruktureerde beplanning en implementering van maatreëls gemik op: • Dra by tot die vestiging van 'n toestand van gereedheid wat staatsorgane en ander instellings wat by rampbestuur betrokke is, die privaat sektor, gemeenskappe en individue in staat stel om noodlenigingsmaatreëls te mobiliseer, te organiseer en te voorsien om 'n naderende of huidige ramp of die uitwerking van 'n ramp te hanteer; en • Dra by tot die ontwikkeling van kennis en kapasiteite onder regeringsdepartemente, professionele reaksie- en herstelorganisasies, gemeenskappe en individue om doeltreffend die impakte van waarskynlike, naderende of huidige gevaargeleenthede of -toestande vooruit te sien, daarop te reageer en daarvan te herstel.	beplanning en implementering van maatreëls gemik op: • Toesig oor/Integrasie van die vestiging van 'n toestand van gereedheid wat staatsorgane en ander instellings wat by rampbestuur betrokke is, die privaat sektor, gemeenskappe en individue in staat stel om noodlenigingsmaatreëls te mobiliseer, te organiseer en te voorsien om 'n naderende of huidige ramp of die uitwerking van 'n ramp te hanteer; en • Toesig oor/Integrasie van die ontwikkeling van kennis en kapasiteite onder regeringsdepartemente, professionele reaksie- en herstelorganisasies, gemeenskappe en individue om doeltreffend die impakte van waarskynlike, naderende of huidige gevaargeleenthede of -toestande vooruit te sien, daarop te reageer en daarvan te herstel.	beplanning en implementering van maatreëls gemik op: • Bestuur van die vestiging van 'n toestand van gereedheid wat staatsorgane en ander instellings wat by rampbestuur betrokke is, die privaat sektor, gemeenskappe en individue in staat stel om noodlenigingsmaatreëls te mobiliseer, te organiseer en te voorsien om 'n naderende of huidige ramp of die uitwerking van 'n ramp te hanteer; en • Bestuur van die ontwikkeling van kennis en kapasiteite onder regeringsdepartemente, professionele reaksie- en herstelorganisasies, gemeenskappe en individue om doeltreffend die impakte van waarskynlike, naderende of huidige gevaargeleenthede of -toestande vooruit te sien, daarop te reageer en daarvan te herstel.	multisektorale proses van beplanning en implementering van maatreëls gemik op: • Rig die vestiging van 'n toestand van gereedheid wat staatsorgane en ander instellings wat by rampbestuur betrokke is, die privaat sektor, gemeenskappe en individue in staat stel om noodlenigingsmaatreëls te mobiliseer, te organiseer en te voorsien om 'n naderende of huidige ramp of die uitwerking van 'n ramp te hanteer; en • Rig van die ontwikkeling van kennis en kapasiteite onder regerings, professionele reaksie- en herstelorganisasies, gemeenskappe en individue om doeltreffend die impakte van waarskynlike, naderende of huidige gevaargeleenthede of -toestande vooruit te sien, daarop te reageer en daarvan te herstel.

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5. Rampherstel en -rehabilitasie Help en maak die herstel en herwinning van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeteisterde gemeenskappe moontlik.	Help met/Neem deel aan die gestruktureerde implementering van pogings, insluitende ontwikkeling, gemik op: • Skep van 'n situasie waar normale toestande wat deur 'n ramp veroorsaak is, herstel word deur die herstelling, en verbetering waar gepas, van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeteisterde gemeenskappe, insluitende pogings om ramprisikofaktore te verminder. • Versagting van die uitwerking van 'n ramp; en • Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom.	Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van pogings, insluitende ontwikkeling, gemik op: • Skep van 'n situasie waar normale toestande wat deur 'n ramp veroorsaak is, herstel word deur die herstelling, en verbetering waar gepas, van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeteisterde gemeenskappe, insluitende pogings om ramprisikofaktore te verminder. • Versagting van die uitwerking van 'n ramp; en • Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom.	Toesig en 'n voortgesette integrasie van multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op: • Skep van 'n situasie waar normale toestande wat deur 'n ramp veroorsaak is, herstel word deur die herstelling, en verbetering waar gepas, van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeteisterde gemeenskappe, insluitende pogings om ramprisikofaktore te verminder. • Versagting van die uitwerking van 'n ramp; en • Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom.	Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van pogings, insluitende ontwikkeling, gemik op: • Skep van 'n situasie waar normale toestande wat deur 'n ramp veroorsaak is, herstel word deur die herstelling, en verbetering waar gepas, van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeteisterde gemeenskappe, insluitende pogings om ramprisikofaktore te verminder. • Versagting van die uitwerking van 'n ramp; en • Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom.	Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls pogings, insluitende ontwikkeling, gemik op: • Skep van 'n situasie waar normale toestande wat deur 'n ramp veroorsaak is, herstel word deur die herstelling, en verbetering waar gepas, van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeteisterde gemeenskappe, insluitende pogings om ramprisikofaktore te verminder. • Versagting van die uitwerking van 'n ramp; en • Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom.

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6. Rampaktiwiteite en noodkommunikasie en beheer Beplanning, koördinering en beheer van rampaktiwiteite en noodkommunikasie.	Help met/Neem deel aan die gestruktureerde implementering van maatreëls gemik op: • Steun van rampaktiwiteite vanaf 'n sentrale beheerfasiliteit; • Voorsien steun van noodkommunikasie vir nood- en noodsaaklike dienste tydens normale en noodaktiwiteite; • Uitreiking van gemagtigde adviesboodskappe oor vroeë waarskuwings en openbare veiligheid; • Voorsiening van 'n noodkommunikasie-koppelvlak wat op die publiek gemik is vir inkomende en uitgaande noodkommunikasie; en • Steun van die beheer van normale en noodaktiwiteite vir 'n rampbestuurkomponent.	Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls gemik op: • Steun van rampaktiwiteite vanaf 'n sentrale beheerfasiliteit; • Voorsien ondersteuning van noodkommunikasie vir nood- en noodsaaklike dienste tydens normale en noodaktiwiteite; • Uitreiking en beheer van gemagtigde adviesboodskappe oor vroeë waarskuwings en openbare veiligheid; • Voorsiening van 'n noodkommunikasie-koppelvlak wat op die publiek gemik is vir inkomende en uitgaande noodkommunikasie; en • Steun van die beheer van normale en noodaktiwiteite vir 'n rampbestuurkomponent.	Toesig en 'n voortgesette integrasie van multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op: • Beheer van rampaktiwiteite vanaf 'n sentrale beheerfasiliteit; • Voorsien steun van noodkommunikasie vir nood- en noodsaaklike dienste tydens normale en noodaktiwiteite; • Uitreiking, beheer en deelname aan ontwikkeling van gemagtigde adviesboodskappe oor vroeë waarskuwings en openbare veiligheid; • Beheer oor 'n noodkommunikasie-koppelvlak wat op die publiek gemik is vir inkomende en uitgaande noodkommunikasie; en • Voorsiening van die beheer van normale en noodaktiwiteite vir 'n rampbestuurkomponent.	Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op: • Bestuur van rampaktiwiteite vanaf 'n sentrale beheerfasiliteit; • Voorsien ondersteuning van noodkommunikasie vir nood- en noodsaaklike dienste tydens normale en noodaktiwiteite; • Ontwikkeling en bestuur van die magtiging van adviesboodskappe oor vroeë waarskuwings en openbare veiligheid; • Bestuur oor 'n noodkommunikasie-koppelvlak wat op die publiek gemik is vir inkomende en uitgaande noodkommunikasie; en • Bestuur van die beheer van normale en noodaktiwiteite vir 'n rampbestuurkomponent.	Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op: • Beplanning en bestuur van rampaktiwiteite vanaf 'n sentrale beheerfasiliteit; • Beplanning en bestuur van noodkommunikasie vir nood- en noodsaaklike dienste tydens normale en noodaktiwiteite; • Beplanning, ontwikkeling en magtiging van adviesboodskappe oor vroeë waarskuwings en openbare veiligheid; • Beplanning en bestuur van 'n noodkommunikasie-koppelvlak wat op die publiek gemik is vir inkomende en uitgaande noodkommunikasie; en • Beplanning en bestuur van die beheer van normale en noodaktiwiteite vir 'n rampbestuurkomponent.

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7. Bestuur van noodaktiwiteite Vermoë om beginsels en prosedures van noodbestuur toe te pas in die geval van voorvalle en rampe.	• Neem deel aan en implementeer gestruktureerde aktiwiteite deur standaardwerk-prosedures en veldaktiwiteitriglyne te gebruik; en • Steun voorvalbestuurstrukture.	• Openbaar bevoegdhede uit vlak 1; • Steun bedryfs-veelagentskap-koördinasie en verenigde bevelstrukture tydens groot voorvalle en rampe; en • Neem deel aan voorvalbestuurstrukture.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lei bedryfs- en steun taktiese veelagentskap-koördinasie en verenigde bevelstrukture tydens groot voorvalle en rampe wat etlike regsgebiede en komplekse noodgevalle behels.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Lei bedryfs- en bestuur taktiese en ondersteunende strategiese veelagentskap-koördinasie en verenigde bevelstrukture tydens groot voorvalle en rampe wat etlike regsgebiede en komplekse noodgevalle behels.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Lei strategiese en taktiese veelagentskap-koördinasie en verenigde bevelstrukture tydens groot voorvalle en rampe wat etlike regsgebiede en komplekse noodgevalle behels.
8. Ramprisiko-assessering en profilering Kan potensiële risiko's en gevare identifiseer en ontleed.	• Neem deel aan gestruktureerde dataversameling vir gefokusde risiko-assessering.	• Openbaar bevoegdhede uit vlak 1; • Hou gefokusde ramprisiko-assesserings; en • Neem deel aan omvattende allegevaarramprisiko-assesserings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou en interpreteer gefokusde ramprisiko-assesserings; en • Steun omvattende allegevaarramprisiko-assesserings wat daarop gemik is om die aard en omvang van risiko te bepaal deur potensiële gevare te ontleed en bestaande toestande van kwesbaarheid te evalueer wat saam potensieel blootgestelde mense, eiendom, dienste, lewensonderhoud en die omgewing waarop hulle staatmaak, kan beskadig.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hou en interpreteer omvattende allegevaarramprisiko-assesserings; • Bestuur die aard en omvang van risiko te bepaal deur potensiële gevare te ontleed en bestaande toestande van kwesbaarheid te evalueer wat saam potensieel blootgestelde mense, eiendom, dienste, lewensonderhoud en die omgewing waarop hulle staatmaak, kan beskadig; en • Neem deel aan projekdefinisie en uitvoering.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Ontwerp en lei omvattende allegevaarramprisiko-assesserings wat daarop gemik is om die aard en omvang van risiko te bepaal deur potensiële gevare te ontleed en bestaande toestande van kwesbaarheid te evalueer wat saam potensieel blootgestelde mense, eiendom, dienste, lewensonderhoud en die omgewing waarop hulle staatmaak, kan beskadig; en • Interpreteer die resultate van risiko-assesserings

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					en lei projekdefinisie en uitvoering.
9. Ramprisiko-opvoeding, -opleiding en openbare bewustheid Bevorder ramprisikobestuur deur openbare inligtingsveldtogte, opvoeding en opleiding en skakeling met gemeenskappe.	• Help met/Neem deel aan die gestruktureerde implementering van opvoeding, opleiding, openbare bewustheid en navorsing in verband met ramprisiko; • Steun mediaskakeling tydens noodsituasies in gestruktureerde standaardwerk-prosedures; en • Voer gestruktureerde veldtogte vir openbare bewustheid, gereedheid en opvoeding in verband met rampbestuur uit.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van opvoeding, opleiding, openbare bewustheid en navorsing in verband met ramprisiko; • Steun mediaskakeling tydens noodsituasies; en • Implementeer gestruktureerde en ad hoc-veldtogte en geleenthede vir openbare bewustheid, gereedheid en opvoeding in verband met rampbestuur.	• Openbaar bevoegdhede uit vlak 1 en 2; • Voer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van opvoeding, opleiding, openbare bewustheid en navorsing in verband met ramprisiko uit; • Beheer mediaskakeling tydens noodsituasies; • Beplan die implementering van gestruktureerde veldtogte vir openbare bewustheid, gereedheid en opvoeding in verband met rampbestuur; en • Implementeer ad hoc-veldtogte en geleenthede vir openbare bewustheid, gereedheid en opvoeding in verband met rampbestuur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van opvoeding, opleiding, openbare bewustheid en navorsing in verband met ramprisiko; • Bestuur mediaskakeling tydens noodsituasies; en • Beplan en implementeer veldtogte vir openbare bewustheid, gereedheid en opvoeding in verband met rampbestuur.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en implementering van opvoeding, opleiding, openbare bewustheid en navorsing in verband met ramprisiko; • Bestuur mediaskakeling tydens noodsituasies; en • Staan gestruktureerde veldtogte vir openbare bewustheid, gereedheid en opvoeding in verband met rampbestuur voor.
10. Rampinligtingsbestuur en -kommunikasie Samel rampinligting en -data in, ontleed en dra dit oor.	• Help met/Neem deel aan die gestruktureerde implementering van rampinligtingsbestuur en -kommunikasie; en • Openbaar 'n basiese vermoë om toepaslike	• Openbaar bevoegdhede uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses	• Openbaar bevoegdhede uit vlak 1 en 2; • Voer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses

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	inligting in te samel, te ontleed en te evalueer en 'n vermoë om aksies toe te pas en uit te voer deur inligting uit teks en bedryfsimbole en verteenwoordigings te interpreteer.	van gestruktureerde beplanning en implementering van rampinligting en - kommunikasie; en • Openbaar 'n vermoë om inligting uit 'n verskeidenheid bronne te versamel, insluitende mondelinge, skriftelike of simboliese tekste, om inligting te kies wat gepas is vir die taak en om basiese prosesse van ontleding, sintese en evaluasie op daardie inligting uit te voer.	implementering van rampinligting en - kommunikasie uit; en • Openbaar 'n vermoë om 'n verskeidenheid bronne van inligting te evalueer, inligting te kies wat gepas is vir die taak en goed ontwikkelde prosesse van ontleding, sintese en evaluasie op daardie inligting toe te pas.	implementering van rampinligting en - kommunikasie; en • Openbaar 'n vermoë om gepaste prosesse van inligtingsversameling vir 'n gegewe konteks of gebruik te ontwikkel; en die vermoë om die geldigheid van die bronne van inligting onafhanklik vas te stel en die inligting te evalueer en bestuur.	van beplanning en implementering van rampinligting en - kommunikasie; en • Openbaar 'n vermoë om 'n strategie vir die prosessering en bestuur van inligting om 'n omvattende hersiening van leidende en huidige navorsing op 'n spesialiseringsgebied te ontwerp en te implementeer om beduidende insigte voort te bring.
11. Probleemoplossing Die vermoë om potensiële probleme te identifiseer, die probleem in samestellende dele op te breek en potensiële oplossings vir implementering te ontwikkel.	• Openbaar 'n vermoë om probleme in 'n bekende, goed gedefinieerde konteks te herken en op te los. • Groei om 'n vermoë om eie kennis te gebruik om bekende oplossings vir goed gedefinieerde roetineprobleme te kies en toe te pas.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n vermoë om eie kennis te gebruik om gepaste prosedures te kies om probleme binne gegewe parameters op te los; • Groei om 'n vermoë te openbaar om eie kennis te gebruik om algemene probleme in 'n bekende konteks op te los; en • Kan 'n toepassing van 'n algemene oplossing in die toepaslike parameters aan te pas om aan die behoeftes van klein veranderinge aan die probleem op aktiwiteitskonteks te	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n vermoë om gedefinieerde, roetine- en nuwe probleme in 'n bekende konteks te identifiseer, te evalueer en op te los, en om oplossings toe te pas wat gegrond is op toepaslike getuienis en prosedures of ander vorme van verduideliking gepas vir die veld, dissipline of praktyk terwyl 'n begrip vir die gevolge geopenbaar word. • Groei om 'n vermoë te openbaar om probleme in onbekende kontekste	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar 'n vermoë om komplekse probleme te identifiseer, te ontleed, te evalueer, krities daaroor na te dink en aandag daaraan te gee, en getuienisgebaseerde oplossings en teoriegedrewe redenasies te gebruik. • Groei om 'n vermoë te openbaar om 'n verskeidenheid gespesialiseerde vaardighede te gebruik om komplekse of abstrakte probleme te identifiseer, te ontleed en daaraan aandag te	• Openbaar bevoegdhede uit vlak 1 tot 4; • Openbaar 'n vermoë om 'n groot verskeidenheid van gespesialiseerde vaardighede te gebruik om navraagmetodes te identifiseer, konseptualiseer, te ontwerp en te implementeer om aandag te gee aan komplekse en uitdagende probleme in 'n gebied, dissipline of praktyk; en 'n begrip van die gevolge van enige oplossings of insigte wat in 'n spesifieke konteks voortgebring word.

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		beantwoord met 'n begrip van die gevolge van verwante aksies.	te identifiseer, te ontleed en op te los, terwyl getuienis ingewin word en oplossings toegepas word wat op getuienis en prosedures wat gepas is vir die veld, dissipline of praktyk.	gee terwyl daar stelselmatig gebruik gemaak word van die kennis en metodes gepas vir 'n gebied, dissipline of praktyk.	• Groei om 'n vermoë te openbaar om spesialiskennis en teorie toe te pas in kritiek refleksiewe, kreatiewe en nuwe maniere om komplekse praktiese en teoretiese probleme op te los.
12. Dissiplinespesifiek Begrip en toepassing van metodes, tegnieke en prosedures van ramprisikobestuur	• Openbaar 'n vermoë om noodsaaklike metodes, prosedures en tegnieke van RRB in 'n gegewe bekende konteks toe te pas en 'n vermoë om te motiveer vir verandering deur toepaslike getuienis te gebruik.	• Openbaar bevoegdhede uit vlak 1; en • Openbaar 'n vermoë om standaardmetodes, -prosedures of -tegnieke in die veld, dissipline of praktyk te kies en toe te pas en om 'n implementeringsproses te beplan en in 'n goed gedefinieerde, bekende en ondersteunende omgewing te bestuur.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar 'n vermoë om gepaste metodes, prosedures of tegnieke in ondersoekprosesse, of toepassing in 'n gedefinieerde konteks, te evalueer, te kies en toe te pas.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Toon 'n begrip van 'n verskeidenheid navraagmetodes in 'n veld, dissipline of praktyk en hul gepastheid vir spesifieke ondersoeke; en • Openbaar 'n vermoë om 'n verskeidenheid metodes te kies en toe te pas om probleme op te los of verandering in RRB-praktyk in te voer.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Openbaar 'n begrip van die kompleksiteite en onsekerhede daarvan om gepaste standaardprosedures, prosesse of tegnieke op onbekende probleme in 'n gespesialiseerde veld, dissipline of praktyk te kies, toe te pas of oor te dra.
Persoonlike bevoegdhede					
1. Verantwoordings-pligtigheid en etiese gedrag Die vermoë om verantwoordelikheid vir eie werk op 'n etiese manier te erken en te aanvaar.	• Openbaar 'n vermoë om besluite te neem oor en verantwoordelikheid vir aksies te aanvaar en 'n vermoë om die inisiatief te neem om enige tekortkominge wat aangetref word, te hanteer;	• Openbaar bevoegdhede uit vlak 1; en • Openbaar 'n vermoë om aanspreeklik te wees vir eie dade, om doeltreffend saam met ander te werk en hulle te respekteer, en, in 'n gedefinieerde konteks, toesighoudende	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar 'n vermoë om doeltreffend in 'n span of groep te werk en om verantwoordelikheid te aanvaar vir eie besluite en optrede en die besluite en optrede van	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar 'n vermoë om volle verantwoordelikheid vir eie werk, besluitneming en gebruik van hulpbronne te aanvaar en beperkte aanspreeklikheid vir die	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Openbaar 'n vermoë om onafhanklik te werk en volle verantwoordelikheid vir eie werk te aanvaar en waar gepas om aanspreeklik te wees vir leiding en inisiëring van

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	• Gedra self volgens organisatoriese waardes; en • Onderneem rolle op 'n opregte en eerlike manier	verantwoordelikheid vir ander te aanvaar en vir die verantwoordelike gebruik van hulpbronne waar gepas.	ander in goed gedefinieerde kontekste, insluitende die verantwoordelikheid vir die gebruik van hulpbronne waar gepas.	besluite en optrede van ander in verskillende of swak gedefinieerde kontekste.	prosesse en implementering van stelsels, versekering van goeie hulpbronbestuur en beheerpraktyke.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies as deel van 'n span funksioneer.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies in 'n leierskaprol funksioneer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; • Voer scenariobeplanning uit; • Ontwikkel gebeurlikheidsplanne; • Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies funksioneer; en • Openbaar doeltreffende leierskap tydens 'n krisis.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak; • Voorspel risiko's proaktief en versag dit dienooreenkomstig; • Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies funksioneer; en • Openbaar doeltreffende leierskap tydens 'n krisis.	• Openbaar alle bevoegdhede uit vlak 1 tot 4.
3. Bestuur van leer (leeroriëntering) Vermoë om kennis te verkry, insig te ontwikkel, te motiveer en op voortdurende selfverbetering te fokus.	Openbaar 'n vermoë om verantwoordelikheid te aanvaar vir eie leer in 'n omgewing onder toesig en 'n vermoë om eie prestasie teen gegewe maatstawwe te evalueer.	Openbaar 'n vermoë om eie prestasie of die prestasie van ander te evalueer en om gepas op te tree waar nodig; en verantwoordelikheid te aanvaar vir eie leer in 'n gestruktureerde leerproses	Openbaar 'n vermoë om prestasie teen gegewe maatstawwe te evalueer en eie taakspesifieke leerbehoeftes in 'n gegewe konteks akkuraat te identifiseer en aandag daaraan te gee en om steun	Openbaar 'n vermoë eie leerbehoeftes in 'n selfgerigte manier te identifiseer, evalueer en aandag daaraan te gee, en om samewerkende leerprosesse te fasiliteer.	Openbaar 'n vermoë om eie leerstrategieë te ontwikkel wat onafhanklike leer en akademiese of professionele ontwikkeling onderhou en kan doeltreffende interaksie hê in die leer- of

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		en die leer van ander te bevorder.	te voorsien vir die leerbehoeftes van ander waar gepas.		professionele groep as 'n manier om leer te verbeter.
Bevoegdhede ten opsigte van openbarediensoriëntering					
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar alle bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie en die publiek; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan die meriete in ander se redenasie en sluit dit by voorstelle in waar dit verdien word; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Sensitief vir hoe mense en organisasies funksioneer.	• Openbaar bevoegdhede uit vlak 1 tot 4.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot take en verslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; • Openbaar uitstekende mondelinge en skriftelike kommunikasie; en • Openbaar uitstekende luistervaardighede.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Kommunikeer doeltreffend op senior vlakke; en • Hanteer medianavrae doeltreffend.

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			• Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; • Kommunikeer doeltreffend met mense op alle vlakke; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; en • Hanteer sensitiewe persoonlike gesprekke doeltreffend by personeel.	• Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.	
3. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op en reageer tydig op kliëntebehoeftes; • Verbonde aan voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Bespoedig en verbind self doeltreffend tot omkeertyd.	• Openbaar bevoegdhede uit vlak 1; • Professioneel in interaksie met die publiek en belanghebbendes; • Aanvaar verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Steun ander om verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan die kliënt se probleme en soek inligting oor huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; en • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
Bestuurs-/leierskapsbevoegdhede					

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1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en belanghebbendes af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Beïnvloed senior bestuur om inisiatiewe en strategieë te steun.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte	• Openbaar bevoegdhede uit vlak 1; • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; en • Gee 'n duidelike sin van die doel, en fokus op	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.

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				suksesvolle bereiking van oogmerke.	
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en help vrylik sonder om aanmatigend te wees	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat eie en ander se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur die behoud en ontwikkeling van talent in die departement/organisasie

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BEVOEGDHEIDSRAAMWERK VIR EKONOMIESE ONTWIKKELING

VLAKKE	1	2	3	
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistent-LAED-beampte • Assistentbeampte vir ekonomiese ontwikkeling	• LAED-beampte • Beampte vir ekonomiese ontwikkeling	• Senior LAED-beampte • Senior beampte vir ekonomiese ontwikkeling	
KENNIS EN OMVANG VAN WERK	• Wetgewing oor plaaslike regering en grondwetlike mandaat; • Plaaslike projek- en programbestuur oor ekonomiese ontwikkeling; • AKB-prosesse en MFMA-vereistes; en • Rolle van die drie sfere van regering in ekonomiese bemagtiging en ontwikkeling.	• Elementêre kennis van wetgewing oor plaaslike regering en grondwetlike mandaat; • Elementêre kennis van plaaslike projek- en programbestuur oor ekonomiese ontwikkeling; • Elementêre kennis van AKB-prosesse en MFMA-vereistes; en • Openbaar begrip van die rolle en interaksies van die drie sfere van regering in ekonomiese bemagtiging en ontwikkeling.	• Bewese kennis en begrip van wetgewing oor plaaslike regering en grondwetlike mandaat; • Bewese kennis en begrip van plaaslike projek- en programbestuur oor ekonomiese ontwikkeling; • Bewese kennis van AKB-prosesse en MFMA-vereistes; en • Openbaar begrip van die rolle, interaksies en kompleksiteite van die drie sfere van regering in ekonomiese bemagtiging en ontwikkeling.	
ONDERVINDING	• 0-2 jaar toepaslike ondervinding.	• 2-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding.	
KWALIFIKASIE	• Toepaslike 3-jaar- tersiêre kwalifikasie; en • Rekenaargeletterdheid: MS Office	• Toepaslike 3-jaar- tersiêre kwalifikasie; en • Rekenaargeletterdheid: MS Office	• Toepaslike 3-jaar- tersiêre kwalifikasie; en • Rekenaargeletterdheid: MS Office	

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	
Kern- professionele bevoegdhede				
1. Navorsing en ontleding Die vermoë om ontwikkelingsnavorsingsmetodologieë te onderneem en daaroor advies te gee om gehaltenavorsing en inligting vir besluitneming te verseker.	• Kan data en inligting (bv. demografie, hulpbronne, dienste, beskikbare infrastruktuur, lewensgehalte, gesondheids- en sosio-ekonomiese status van mense) versamel en saamstel om die data- en ontledingskomponente van konsepnavorsingsopdragte (opdrag) te beïnvloed; • Dra kennis van steekproewe, ondersoektegnieke met betrekking tot data-ontleding uit navorsing • Kan data wat uit navorsingsverslae en -bevindinge afkomstig is, opsom; • Kan navorsingsontledingsprojekte onderneem wat beperkte impak en risiko het en oor die algemeen in gelokaliseerde gebiede van die munisipaliteit is; en • Openbaar begrip van data en data-	• Openbaar bevoegdhede uit vlak 1; • Kan onafhanklik werk en die ontledingskomponente van navorsingsprojekte bestuur soos toegewys; • Kan interne belanghebbendes oor die samestelling van navorsingsopdragte (opdragte) en navorsingsontleding raad gee uit 'n data- en data-ontledingsperspektief; • Kan raad gee oor steekproefraamwerke, navorsingsopnamemetodologieë, vraelysontwerp om die agtergrond te verskaf vir die data-insameling, prosessering en ontledingskomponente van die navorsing; • Kan navorsingsdata en inligting hersien en raad gee oor gepaste data-ontledingsmetodes; • Kan raad gee oor data- en inligtingsontleding vir navorsing; • Vermoë om te werk, kennis en beste praktyke	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan raad, leiding en bestuur voorsien aan navorsingsprojekte wat verband hou met navorsingsdatametodologieë, data-ontledings en resultate wat 'n departement- en direktoraatwye impak het en wat gemiddelde risiko vir munisipale prestasie inhou; • Kan interne en eksterne belanghebbendes oor die data, metodologie en ontledingsaspekte van navorsingsopdragte (opdragte) en navorsingsontwerp raad gee; • Kan raad gee oor steekproefraamwerke, navorsingsmetodologieë, navorsingsinstrumente, vraelysontwerp en data-ontleding om data-insameling en -ontleding te steun wat met navorsingsoogmerke en -uitkomstesgekoppel is;	

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	ontledingselemente in navorsing.	te deel oor navorsingsdata-ontleding en die jongste LED-bedryfskennis in verskillende munisipale departemente en ander munisipaliteite sodat alle klante doeltreffend raad en diens kan ontvang; en • Kan sekere vlakke van kompleksiteit en dubbelsinnigheid hanteer.	• Is bewus van interne en eksterne ontwikkelingsnavorsing en -ontleding (is deel van 'n netwerk); • Kan data-ontleding hersien, bevindinge interpreteer en aanbevelings voorsien; • Kan navorsingsdata assesseer en bepaal watter data in die databasisse ingesluit sal word; • Gee raad oor en doen gehaltebeheer van navorsingsdata-ontleding en monitor navorsingsdata; • Kan raad gee oor en navorsingsontledingskomponente van projekte wat 'n munisipaliteitwye impak het en hoë risiko vir munisipale prestasie het, bestuur; • Kan unieke data-ontledingskwessies of -probleme wat 'n impak op die hele munisipaliteit het, identifiseer, oplos en monitor; en • Kan hoë vlakke van kompleksiteit en dubbelsinnigheid hanteer.	
2. Openbare deelname	• Kommunikeer met die gemeenskap, klante en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	

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Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	kollegas uit verskillende agtergronde, met gepaste inagneming van interkulturele bewustheid; • Kan interne en eksterne belanghebbendes gepas vir projekte identifiseer; • Skakel met interne en eksterne belanghebbendes; • Koördineer belanghebbende-interaksie; en • Lê besonderhede van vergaderings en verrigtinge vir formele rekord akkuraat vas.	• Hanteer interkulturele misverstande sensitief en met volle bewustheid van die verskillende agtergronde waaruit mense kom; • Verstaan besluitnemingstrukture en -prosesse van belanghebbendes en ontwerp konsultasieforums dienooreenkomstig; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Openbaar deeglike kennis van vakgebied en kan dit vereenvoudig om op verskillende vlakke te kommunikeer; • Reageer op vrae met akkurate en volledige antwoorde; • Werk om probleme op te los en voorsien terugvoer aan toepaslike belanghebbendes; • Is goed georganiseer en maak seker dat alle logistiek wat met die openbare deelnameproses verband hou, in ag geneem word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; en	• Ontwikkel goed gedefinieerde kommunikasiestrategie; • Openbaar deeglike begrip van vakgebied, van risiko's, dinamika van belanghebbendes en deelnameprosesse en -metodologieë; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor. • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Gebruik taal en styl om die aandag van die gehoor te boei; en • Verseker groter samewerking tussen provinsiale en munisipale vlakke van regering vir belyningsdoeleindes.	

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		• Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.		
3. Sosio-ekonomiese/Sosio-politieke bewustheid Die vermoë om bewus te wees van en kontekstuele, politieke, openbare belang en adminstrasiediens en ontwikkelingsake en kwellinge, programme, beleid en besluite in ag te neem in die begrip, voorbereiding van en aanbevelings oor inligtingsresultate, uitkomstes en produkte.	• Openbaar 'n bewustheid van prosesse van munisipale en plaaslike regering; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Verstaan sektorbeleid en wetgewing; en • Kan dieptekennis van die kwessies wat 'n impak het op dienslewering toon.	• Openbaar bevoegdhede uit vlak 1; • Verstaan munisipaliteit se prioriteite, doelwitte en kwessies; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite en die munisipaliteit se beleid en prosedures; • Kan dieptekennis van ontwikkelingskwessies se huidige benaderings toepas en kan die implikasies vir die munisipaliteit assesseer; • Het dieptekennis van munisipale en sektorwetgewing • Benader elke situasie met 'n duidelike bewustheid van munisipale en politieke werklikheid; en • Toon begrip van ware oogmerke om aandag te gee aan wanbalans van die verlede en die uitdaging wat. lewering teen hierdie oogmerke beperk.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bring munisipaliteitsprioriteite en -projekte in lyn en beïnvloed hulle om die implementering van strategieë te steun; • Toon en pas diep begrip toe van die breër ontwikkelingskonteks en kan die implikasies vir die munisipaliteit assesseer; • Dra by tot vorming van munisipale, provinsiale en nasionale beleid oor maatskaplike, ekonomiese en ontwikkelingsake; • Kan knelpunte met bestaande beleidsimplementering identifiseer en ontleed en doen aanbevelings van wysigings om verbetering teweeg te bring; • Het geloofwaardigheid en kan besluitneming en beplanning op 'n hoër vlak beïnvloed; en • Kan insette lewer en nasionale norme en	

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			standaarde vir ontwikkelingsdata-inligting en -navorsing beïnvloed.	
4. Beplanning en organisering Die vermoë om werktake te beplan en te organiseer deur gebruik van die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies en uitkomste/resultate te bereik.	• Omskep projekoogmerke in spesifieke planne; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; en • Meet vordering en monitor prestasie en resultate.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die departement se begroting; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; • Ontwikkel scenario's oor projekte; en • Help ander om hul werk te beplan en te organiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente in die munisipaliteit om gewenste resultate te bereik; • Ontwikkel en integreer vennootskapsooreenkomste wat seker maak van uitkomstes waar albei kante wen, bv. openbare-private vennootskappe (OPP's); • Maak gebruik van die hulpbronne van ander eenhede en departemente, gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die munisipaliteit.	
Funksionele bevoegdhede				

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1. Strategiese beplanning en strategieformulering Vermoë om die proses van strategiese beplanning te verstaan en doeltreffend tot strategieformulering by te dra.	• Openbaar kennis van strategie-ontwerp en implementeringsproses; • Kan tussen strategiese sake en bedryfs- of roetinesake onderskei; en • Herken die belangrikheid van strategiese leiding en gestruktureerde bedryfsimplementering.	• Openbaar bevoegdhede uit vlak 1; • Kan deelneem aan en bydra tot strategiese beplanningsessies; • Openbaring van insig in koppelvlak tussen verskillende strategieë en ingrypings; en • Kan konflik en duplikasie tussen die verskeidenheid van plaaslike, provinsiale en nasionale beleid en strategieë vooruitsien.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het dieptekennis van munisipale en sektorwetgewing; • Openbaar en pas diep begrip van die breër ontwikkelingskonteks toe en assesseer implikasies vir die munisipaliteit; • Kan veelbelanghebbende-strategiese deelnamesbeplanningsessie lei, beïnvloed en rig en op 'n hoër vlak toepas; • Kan 'n groot verskeidenheid instrumente en tegnieke vir strategiese beplanning gebruik; • Kan eksterne en interne faktore wat 'n impak het op beleid- en strategieformulering identifiseer en ontleed; • Openbaar 'n diep begrip van die sake voorhande en die moontlike invloed of impak van aksies/ingrypings wat geneem moet word (insig sowel as vooruitsig); • Kan munisipaliteitsprioriteite en -projekte in lyn bring en beïnvloed om die	

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			implementering van strategieë te steun; en • Dra by tot vorming van munisipale, provinsiale en nasionale beleid oor maatskaplike, ekonomiese en ontwikkelingsake.	
2. Program- en projekbestuur Beplan, bestuur, monitor evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	• Openbaar kennis van projekbestuurteorie en -implementering; • Kan projekidentifikasie en -inisiasie onderneem; • Kan eenvoudige aksieplanne vir projekte implementeer; • Werk op 'n stelselmatige, metodiese en ordelike manier; en • Wysig planne in ooreenstemming met instruksies van toesighouer.	• Openbaar bevoegdhede uit vlak 1; • Kan program- en projekimplementeringsplan ne saamstel; • Verseker rolverduideliking en gee leiding aan span; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van hulpbronne en tyd; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite; • Kan program- /projekimplementering monitor en stel vorderingsverslae op; en • Kan knelpunte en afwykings van implementeringsplanne identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan komplekse/ geïntegreerde programme/projekte opstel en lei; • Konseptualiseer die langtermynuitwerking van die gewenste uitkomstes van die projek; • Kan spanne met etlike belanghebbendes en belangegroepe koördineer en lei; • Openbaar insig in uitdagings en 'n vermoë om probleme op te los; en • Kan program- /projekuitkomstes en impakte monitor en evalueer en regstellende maatreëls ontwikkel waar gepas.	
3. Finansiële bestuur Verbeter die munisipaliteit se sakesin sover moontlik en toon 'n	• Openbaar kennis van finansiële beplanning en begrotingsimplementering ;	• Openbaar bevoegdhede uit vlak 1; • Kan besteding ontleed en vorderingsverslae opstel;	• Openbaar bevoegdhede uit vlak 1 en 2;	

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gesonde begrip van toepassing van die doeltreffendste bestuurspraktyke om munisipale finansieringsdoelwitte en oogmerke te bereik.	• Kan begrotingsvereistes aan eenvoudige programme en projekte toewys; • Kan besteding aan eenvoudige projekte implementeer en monitor; en • Herken die belangrikheid van finansiële volhoubaarheid en verstandige stelsels vir finansiële bestuur.	• Kan implementeringsplanne en mylpale saamstel; en • Openbaar 'n verstandige begrip van die finansiële regsraamwerk en verseker nakoming.	• Kan veeljaarbeplanning en risiko-assesserings doen; • Kan prioriteite aan begrotingstoewysings toeken en die mees koste-effektiewe implementeringsmetodes identifiseer; • Kan hulpbronne doeltreffend en optimaal bestuur; en • Kan begrotingsbesteding en impakte monitor en evalueer en regstellende maatreëls tref waar nodig.	
4. Inligtingsprodukte en verslagdoening Die vermoë om 'n verskeidenheid soorte en formate gebruikersvriendelike, klantgeoriënteerde en toeganklike inligtingsprodukte en verslae voor te berei.	• Kan statistiese, data- en inligtingsverslae saamstel en in stand hou; • Kan data en inligting en ontledings vir munisipaliteit en verwante verslagdoening verskaf; • Kan roetineverslae opstel deur ontwikkelingsdata en inligting, statistiese data en kwalitatiewe inligting te gebruik; • Kan konsepfeiteblaaie en soortgelyke inligtingsprodukte voorberei; • Kan ontwikkelingsinligtingsprodukte voorberei vir wyer interne en eksterne kommunikasie;	• Openbaar bevoegdhede uit vlak 1; • Kan data, inligting en tendensontledings vir die munisipaliteit en verwante verslagdoening voorsien; • Kan verslae opstel deur data en inligting, statistiese data, grafieke, tabelle en kaarte, sowel as kwalitatiewe inligting te gebruik soos vereis; • Kan 'n verskeidenheid inligtingsprodukte saamstel wanneer nodig; • Kan ontwikkelingsinligtingsprodukte saamstel en publiseer vir wyer interne en eksterne kommunikasie;	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan data en inligting, tendensontleding en kontekstuele inligting aan die munisipaliteit voorsien en verwante verslagdoening lewer; • Kan komplekse verslae saamstel deur kwantitatiewe en kwalitatiewe data en inligting te gebruik soos vereis; • Kan komplekse verslae saam te stel deur kwantitatiewe en kwalitatiewe data en inligting te gebruik wanneer nodig;	

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	• Kan help met die verspreiding van ontwikkelingsinligtingsprodukte via die gepaste media; en • Kan konsepvoorleggings voorberei.	• Kan seker maak dat ontwikkelingsinligtingsprodukte via die gepaste media versprei word; • Kan die inhoud van verslae, ontledingsprodukte oordra aan interne en eksterne klante; en • Kan voorleggings aan munisipaliteitsdirektorate en departemente en ander interne groepe saamstel en onderneem.	• Skep meganismes en strukture om kennis in die munisipaliteit te deel; • Sien toekomstige kennisbestuurvereistes en -stelsels vooruit; • Kan seker maak dat ontwikkelingsinligtingsprodukte vir wyer interne en eksterne kommunikasie voorberei en gepubliseer word; • Kan seker maak dat ontwikkelingsinligtingsprodukte via die gepaste media versprei word; • Kan die inhoud en implikasies van verslae, ontledingsprodukte oordra aan interne en eksterne klante; en • Kan voorleggings aan munisipaliteit en eksterne groepe saamstel en onderneem.	
5. Volharding Gaan voort om doeltreffend te presteer wanneer voor tydsdruk, teëspoed, teleurstelling of teenstand staan.	• Doen getuienisgebaseerde ontleding en gee raad oor antwoorde op die maniere waarop mense se lewensonderhoudspatrone hul kwesbaarheid en aanpasbaarheid by toekomstige skokke bepaal (en daardeur bepaal word).	• Openbaar bevoegdheidstandaarde uit vlak 1; en • Implementeer geïntegreerde programme wat billikheid en aanpasbaarheid bevorder, wat die armste en kwesbaarste tot voordeel strek en die impak van beskikbare hulpbronne sover moontlik vergroot.	• Openbaar bevoegdheidstandaarde uit vlak 1-2; en • Werk saam met plaaslike gemeenskapsleiers om 'n groot verskeidenheid van en programme en projekte wat op die geleenthede en bedreigings reageer wat in Suid-Afrikaanse omgewings op plaaslike vlak voorkom.	

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Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Sluit goed by ander aan; • Inisieer kontak met ander mense; • Toon bedagsaamheid teenoor ander; en • Luister doeltreffend en reageer gepas.	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; • Gee erkenning aan bydraes van ander; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; en • Kan eie opinies laat geld.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Moedig insette van ander aan en neem dit in ag en oortuig ander van eie idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; • Beding vergunnings sonder om verhoudings te skaad; en • Kan reguit en eerlik, dog diplomaties en taktvol wees.	
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Reageer op vrae met akkurate en volledige antwoorde; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word;	• Openbaar bevoegdhede uit vlak 1; • Kan skriftelik op komplekse tipes kommunikasie reageer; • Ontwikkel goed gedefinieerde kommunikasiestrategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehore oor	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei oorwoë konsep-skriftelike kommunikasie van hoë gehalte voor; • Kommunikeer met die media sonder om die integriteit van die munisipaliteit prys te gee;	

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	• Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry. Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.	te dra of met hulle in interaksie te tree; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor. • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; en • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe uit in formele sowel as informele situasies.	• Kan situasies en belangeposisies lees en op gepaste wyse reageer; en • Gebruik taal en styl om die aandag van die gehoor te boei.	
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Toon verbintenis tot voortreflikheid; • Kom verbintenisse en beloftes ten opsigte van die onderneming van take na en hou by spertye; • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Is bewus van gemeenskapsbehoeftes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se GIS-planne te integreer.	• Openbaar bevoegdhede uit vlak 1; • Is daartoe verbind om met gemeenskappe in interaksie te tree oor alle aspekte van dienslewering; • Verstaan die nodigheid vir sosiopolitieke transformasie en kan hierdie filosofie met lewering van munisipale dienste insluit. (verligting van armoede, aandag aan dienslewerings-agterstande, ekonomiese ontwikkeling, omgewingsbewaring);	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; • Kan gemeenskapsbehoeftes kwantifiseer en hul implikasies vir die munisipaliteit evalueer; • Bestuur gemeenskapsverwagting e binne finansiële, tegniese en kapasiteitsbeperkings; • Praat doeltreffend met die media oor diensleweringsake; en • Dryf billike dienslewering aan met inagneming van	

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		• Vestig 'n samewerkende verhouding met die gemeenskap; en • Is bewus van die burgerlike organisasies en kan hulle by dienslewering sprosesse betrek.	die impak wat dienskwessies, programbeleid en besluite op die openbare belang/kwellinge het.	
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid en assesseer dit in verhouding tot die moontlikhede en vereistes van projekte en programme; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheids-terugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	
Persoonlike bevoegdhede				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar;	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na;	

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doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Tree vinnig op	• Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer;	

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		• Soek na beter maniere om dinge te doen.	• Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke,	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbena	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend.	

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volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	dering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en	

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			• Tree beslis op teen korrupte en oneerlike gedrag.	
Bestuurs-/leierskapsbevoegdhede				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor; • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Word gevra om konflik en verskille op te los; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Openbaar kalmte tydens teëspoed,	
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en produktiwiteit te bevorder; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	

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		maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander munisipaliteite/departemente en kan in 'n mededingende omgewing werk.		
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee. • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit.	
4. Strategiese vermoë en leierskap	• Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en	• Openbaar bevoegdhede uit vlak 1; • Gee 'n duidelike sin van die doel, en fokus op	• Openbaar bevoegdhede uit vlak 1 en 2; • Gee raad en leiding oor beleid;	

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Bepaal en gee uitdrukking aan die visie, bepaal rigting vir die munisipaliteit en/of eenheid en inspireer ander om die munisipale mandaat uit te voer.	• Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor.	suksesvolle bereiking van oogmerke; • Motiveer en rig projekspanne af om die hoogste projekresultate te bereik; • Soek wedersydse voordeel/uitkomstes waar albei kante wen vir alle betrokkenes; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Kom statutêre vereistes na en pas beleid konsekwent toe.	• Tree beslis op na assessering van take; • Lei en koördineer die omsetting van beleid in aksieplanne en konseptualiseer die langtermynuitwerking van die gewenste uitkomstes van projek; • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke; en • Monitor die bestuur van etlike projekte en balanseer prioriteite en botsings tussen projekte gegrond op breër munisipale doelwitte.	

BELANGRIKE NOTAS:

Plattelandse kapasiteitsontwikkeling, bv. landbou- en agrivoedselondernemings, bestuur van risiko's terwyl aanpasbaarheid aangekweek word, plattelandse stedelike oorgang en transformasie, institusionele en beheeraspekte van natuurlike hulpbronne, voeding- en voedselsekuriteit en die ekonomiese bemagtiging van vroue en maatskaplike beskerming is bemagtigers van LED-ingrypings.

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BEVOEGDHEIDSRAAMWERK VIR DIE INGENIEURSPROFESSIE – INGENIEURS

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Gegradueerde in opleiding: Ingenieur	• Siviele ingenieur • Chemiese ingenieur • Elektriese ingenieur • Meganiese ingenieur • Ander ingenieur	• Senior ingenieur: Siviel • Senior ingenieur: Chemies • Senior ingenieur: Elektries • Senior ingenieur: Meganies • Ander ingenieur	• Eerste ingenieur: Siviel • Eerste ingenieur: Chemies • Eerste ingenieur: Elektries • Elektries-meganiese ingenieur • Tipies 'n seksiehoof	• Hoofingenieur (enige ingenieursdissipline) • Tipies 'n departementshoof
KENNIS EN OMVANG VAN WERK	• Neem deel aan uitvoering van komplekse ingenieurstake onder toesig/mentorskap van 'n ingenieurspraktisyn; en • Kan deel wees van 'n gestruktureerde opleidingsprogram.	• Dra by tot verskeie professionele ingenieursfunksies. Mate van onafhanklikheid maar soek strategiese leiding soos vereis; en • Kan meerderes help om spesialisraad aan kliënte te gee.	• Voer komplekse aktiwiteite uit. Pas geïntegreerde kennis toe; • Werk onafhanklik en soek raad wanneer nodig; en • Kan toesig hou oor junior ingenieurspersoneel.	• Bestuur professionele spanne en komplekse ingenieursfunksies; • Werk onafhanklik; en • Kan toesig hou oor junior ingenieurspersoneel en hul mentor.	• Lei en bestuur komplekse ingenieursprosesse en/of -departemente; • Werk onafhanklik; en • Kan junior ingenieurspersoneel mentor.
ONDERVINDING	• Geen ondervinding op intreevlak nodig.	• 3-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding ná registrasie.	• 8 jaar meer toepaslike ondervinding ná registrasie.	• 10 jaar of meer toepaslike ondervinding ná registrasie.
KWALIFIKASIE	• 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad.	• 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad	• 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad	• 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad en kwalifiseer om as Pr Eng geregistreer te word;	• 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad

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	• Rekenaargeletterdheid: MS Office	en kwalifiseer om as Pr Eng geregistreer te word. • Rekenaargeletterdheid: MS Office	en kwalifiseer om as Pr Eng geregistreer te word. • Rekenaargeletterdheid: MS Office	• Plus, in die geval van elektriese of meganiese dissiplines, na gelang van die grootte van installasie, 'n GCC of Pr Cert Eng; en • Rekenaargeletterdheid: MS Office	en kwalifiseer om as Pr Eng geregistreer te word; • Plus, in die geval van elektriese of meganiese dissiplines, na gelang van die grootte van installasie, 'n GCC of Pr Cert Eng; en • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**	**5**
Kern- professionele bevoegdhede					
1. Beplanning **Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.**	• Neem deel aan beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel; • Ontleed inligting om uitvoerbaarheidstudies en die vereistes van die Geïntegreerde Ontwikkelingsplan (GOP) en die Groei- en Ontwikkelingstrategie (GOS) te steun; en • Neem deel aan die samestelling van uitvoerbaarheidstudies vir komplekse ingenieursprobleme en -projekte.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die ontwikkeling van komplekse modelle vir die ontleding van inligting; • Konseptualiseer opsies en doen aanbevelings; • Beplan infrastruktuur-oplossings ooreenkomstig die grondgebruikbestuur en die raamwerk vir ruimtelike ontwikkeling en die GOP; • Dra by tot ontleding van die sosio-	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur en integreer die beplanning van junior ingenieurspersoneel; • Inisieer en voer die ontwikkeling van scenario's uit oor komplekse en multidissiplinêre projekte; • Verseker en onderneem uitvoerige ontleding van opsies; • Ontleed koste en finansiële ontleding van kapitaalprojekte, bedryf en onderhoud;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hou toesig oor en evalueer die beplanning van komplekse ingenieursprojekte; • Integreer ingenieurs-/ infrastruktuurbeplanning met breër ontwikkelingsbeplanning; • Interpreteer GOP en ruimtelike beplanningsinisiatiewe in spesifieke projekvereistes; • Projekteer en voorspel kort-, medium- en langtermyninfra-struktuurbehoeftes vir die munisipaliteit; • Evalueer alternatiewe opsies;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Lei beplannings-departemente, speel 'n integrale rol in die ontwikkeling van die GOP en integreer beplanning in verskillende dissiplines; • Interpreteer en bepaal omvang van beplanningsvereistes vir dienslewering soos gerig deur meesterplanne; • Berei konsepvoorstelle voor en soek en gee

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		ekonomiese impakte van die projek; • Dra by tot die kostebepaling en finansiële ontleding van kapitaalprojekte, bedryf en onderhoud; en • Dra by tot die bepaling van lewensiklus van bates.	• Verstaan die behoeftes van die gemeenskap en pas ingenieursoplossings aan om aan die behoeftes van gemeenskap te voldoen; en • Neem institusionele reëlings en kapasiteite in ag in die beplanning en voorstel van ingenieursoplossings om aan gemeenskapsbehoeftes te voldoen.	• Stel die oorblywende ekonomiese lewe van stelsels en infrastruktuur vas; • Beplan wysiging en hernuwing van stelsels en infrastruktuur; • Definieer kommunikasiekanale, verslagdoening en koördinasie met plaaslike gemeenskappe en ander belanghebbendes soos DWS, DOT, Eskom, unies, ens.; en • Kommunikeer met stadsbeplanners, konsulterende ingenieurs en ontwikkelaars oor komplekse tegniese sake vir voorgestelde ontwikkelingsprojekte.	raad oor die jongste tegnologie; • Voorsien tegniese insette oor die voorbereiding en implementering van programme, projekte, kapitaal en bedryfs- en onderhoudsbegrotings; • Prioritiseer die jaarprogram en begrotings om in lyn te wees met strategieë en doelwitte; • Struktureer veeljaarprojekte; en • Rig die ontwikkeling en bestuur van die batebestuurstelsel.
2. Organisatoriese bewustheid **Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.**	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele dienslewerings-uitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures; • Dieptekennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Algehele bewustheid van ontwikkeling in die infrastruktuursektor; • Verstaan die integrasie en kompleksiteit van dienslewering vir ekonomiese en gemeenskaps-ontwikkeling; • Verseker gemeenskaps-deelname en ontwikkel strategieë om nakoming te verseker; en

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		toepassing is in die spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.			• Het 'n begrip van beheer en oudit.
3. Aandag aan besonderhede **Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.**	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur projekte en programme deurgevoer volgens vereistes.
Funksionele bevoegdhede					
1. Ontwerp **Die vermoë om infrastruktuur te ontwerp ooreenkomstig ingenieurskodes en -standaarde en met gepaste inagneming van bedryfsvereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.**	• Neem deel aan ondersoeke en uitvoerbaarheidstudies; • Neem onder toesig deel aan die ontwerp van komplekse infrastruktuurelemente en -prosesse; • Neem deel aan die samestelling van ingenieurstekeninge en hou verslae vir infrastruktuur in stand; en	• Openbaar bevoegdhede uit vlak 1; • Dra by tot ondersoeke en uitvoerbaarheid-studies; • Dra by tot die ontwerp van infrastruktuur en komplekse prosesse met gepaste inagneming van bedryfsdoeltreffend-heid, koste-effektiwiteit,	• Openbaar bevoegdhede uit vlak 1 en 2; • Gaan uitvoerbaarheidstudies, ontwerpe en besonderhede vir ondergeskikte ingenieurspersoneel na; • Ontwerp komplekse ingenieursinfrastruktuur en -prosesse; • Skakel met kliëntdepartement oor	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur ontwerpspanne en evalueer die ontwerp van komplekse ingenieursprobleme en -infrastruktuur; • Bestuur en wys hulpbronne toe aan ontwerpprojekte; • Doen lewensiklusontleding om ontwerpvereistes vas te stel; • Prioritiseer ontwerp ten opsigte van begrotingsbeskikbaarheid en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Lei ontwerpdepartemente en integreer ontwerpe in verskillende dissiplines; • Konseptualiseer en bepaal ontwerpparameters vir komplekse stelsels; • Nasionaal en internasionaal erken as

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	• Neem onder toesig deel aan die samestelling van werkomvang, skattings, tender- en kontrakdokumente vir infrastruktuur.	omgewingsimpakte en volhoubaarheid; • Hou toesig oor die samestelling van ingenieursverslae en -tekeninge; en • Stel tender- en kontrakdokumente onafhanklik saam en neem deel aan aanbiedinge en spesifikasies.	integrasie- en ontwerpspesifikasies; • Teken alle ontwerpe en tekeninge af; • Finaliseer werkomvang en keur kontrakte en tenderdokumente goed; en • Neem die gepastheid van ingenieursoplossings in die konteks van gemeenskapsbehoeftes in ag. Gebruik gepaste tegnologieë om aan gemeenskapsbehoeftes te beantwoord.	batebestuurvereistes oor infrastruktuur; • Gaan ontwerpe na teen vraag en stelselkapasiteit; en • Gee finale goedkeuring vir ontwerp.	'n spesialis op sy of haar gebied; • Vors alternatiewe/nuwe tegnologieë na en soek en gee raad oor jongste tegnologie; • Interpreteer en bepaal omvang van ontwerpvereistes vir dienslewering soos gerig deur meesterplanne, berei konsepvoorstelle voor; en • Pas komplekse ingenieurskennis, -vaardigheid en -ondervinding toe om uitvoerige produksieplanne van infrastruktuur voor te berei.
2. Projekbestuur **Vermoë om eie take en ander se take te beplan, te koördineer en te beheer in die lewering, bedryf en onderhoud van infrastruktuur en ander take tot die vereiste spesifikasie en binne die begroting en rooster.**	• Neem deel aan die ontwikkeling van 'n duidelike projekopdrag; • Neem deel aan die voorbereiding, koördinering en monitering van 'n projekinisiasieprogram; • Neem deel aan die toegewese take tot die ooreengekome standaarde (handel werk in die omvang van die opdrag af);	• Openbaar bevoegdhede uit vlak 1; • Bestuur die insette van ondergeskikte ingenieurspersoneel; • Stel die verkrygingsbeleid vir die projek vas; • Bestuur en monitor die voorbereiding van die projek se kosteberekening; • Koördineer voorbereiding van	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standaarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bewerkstellig ooreenstemming tussen vereistes en voorkeure, assesseer	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur multidissiplinêre projekte en programme; • Bestuur die projekvereistes vir befondsers; • Verseker kommunikasie met belanghebbendes; • Prioritiseer veelvuldige hulpbronne om by mededingende sperdatums te bly; • Finaliseer projekkonsep en uitvoerbaarheid;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Gebruik analitiese en metodiese strukturering van projekte en projekbeplanning om voldoende beheer oor projekte te verseker en die doeltreffende, effektiewe en ekonomiese implementering daarvan teen die vereiste gehalte en

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	• Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens skedule voltooi word; en • Verseker nakoming van begrotingsvereistes.	projekdokumentasie en konstruksie-programme; • Bestuur projekte volgens die ooreengekome standaarde; • Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens skedule voltooi word; en • Voltooi projek binne begroting.	gebruikersbehoeftes en -opsies; • Stel projekopdrag, -oogmerke, -prioriteite, -beperkings, -aannames en -strategieë vas; • Finaliseer en keur projekdokumentasie en konstruksieprogramme goed; • Bestuur aanbodkettingaktiwiteite en verseker nakoming van aanbodkettingbeleid en tenderverkrygings-prosesse; • Evalueer tenders, ontvang insette en berei evaluasieverslag voor; en • Bestuur etlike projekroosters en -begrotings.	• Bestuur, koördineer en integreer prosesse in die omvang-, tyd-, koste- en gehalteparameters van die projek; en • Konseptualiseer en verseker dat die onderhoudsvereistes vasgestel word gegrond op batebestuur vir alle nuwe projekte.	standaard en binne vasgestelde tydraamwerke en begrotings; en • Inisieer en hou toesig oor kontrakte ten opsigte van 'n GCC, FIDIC, NEC en JBCC en ingenieurspraktyk en beëindig kontrakte waar die kontrakteur in gebreke is.
3. Konstruksie **Kennis van konstruksie- en onderhoudsprosesse, monitor nakoming van ontwerpspesifikasies, gesondheids- en veiligheidsregulasies; en** **Kommunikeer in gepaste styl onder toesig van konstruksiepersoneel.**	• Het kennis van konstruksie- en onderhoudsprosesse; • Neem deel aan die ontwikkeling van projekroosters en -mylpale; • Neem deel aan monitering van die koste en vordering van werk;	• Openbaar bevoegdhede uit vlak 1; • Het dieptekennis van konstruksie- en onderhoudsprosesse; • Dra by tot die keuring van en verkrygingstragegieë vir kontrakteurs, subkontrakteurs en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur 'n multidissiplinêre span; • Keur die konstruksieproses en mylpale goed; • Bestuur die konstruksieprogram en monitor koste en vordering;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Bestuur projekbegrotings en -roosters; • Onderhandel met kliëntdepartemente en belanghebbendes; • Monitor die voorbereiding deur die omgewingskonsultante	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur die kapitaalprogram van die munisipaliteit; • Bewerkstellig ooreenstemming met munisipale vereistes en voorkeure, assesseer gebruikersbehoeftes en -opsies, aanstelling van

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	• Neem deel aan die ontwikkeling van hulpbronplanne; • Neem deel aan monitering van nakoming van ontwerpspesifikasies, gesondheids- en veiligheidsregulasies; • Gaan projekbegrotings na ooreenkomstig die omvang en hoeveelheidslys; • Neem deel aan oorhandiging van terrein; • Voer pligte van terreinagent of ingenieursverteenwoor-diger uit; en • Ondersoek variasies en gebeurlikhede en doen aanbevelings vir regstellende optrede.	verskaffers en beveel dit aan; • Dra by tot die tenderproses ooreenkomstig ooreengekome prosedures, insluitende versoek om tenders, beoordeling van tenders en aanbeveling van gepaste kontrakteurs; • Monitor die versoening van die tenderpryse met die projekbegroting; • Skakel doeltreffend met eksterne owerhede en ander belanghebbendes oor komplekse projekspesifieke sake; • Kan kontraktuele sake tussen die munisipaliteit en kontrakteurs doeltreffend hanteer; • Versag gesondheids-, veiligheids- en omgewingsrisiko's; • Bestuur gehalte en risiko; en • Doen aanbevelings oor komplekse variasies en gebeurlikhede wat 'n beduidende impak	• Ken hulpbronne toe (arbeid, materiaal, toerusting) om gewenste oogmerke te bereik; • Gebruik goeddunke in situasies van afwyking van ontwerpaannames; • Identifiseer en implementeer regstellende optrede; • Skakel met kliëntdepartemente en kontrakteurs; • Bestuur projekbegrotings en roosters doeltreffend; • Monitor maandelikse vorderingsbetalings, gaan dit na, keur dit goed en sertifiseer dit; • Monitor die voorbereiding van maandelikse kosteverslae deur die kostekonsultante; • Berei maandelikse projekverslae voor; • Bestuur, koördineer en monitor alle noodsaaklike toetse en ingebruikneming deur konsultante en kontrakteurs; • Monitor die uitvoering deur die kontrakteurs van die defektiewe	van die omgewingsbestuurplan; • Stel die inligtingsverspreidingsprosedu res vir konstruksie vas; • Bewerkstellig ooreenstemming en monitor die konstruksiedokumentasieroost er vir tydige lewering van nodige inligting aan die kontrakteurs; • Stel prosedures vas vir die monitering, beheer en bewerkstelliging van ooreenstemming oor alle omvang- en kostevariasies; • Bewerkstellig ooreenstemming oor die gehalteversekeringsprose-dures en monitor die implementering daarvan deur die konsultante en kontrakteurs; • Ontvang, hersien en beoordeel enige kontraktuele bewerings; • Monitor items met 'n lang lewertyd en wat weg van die terrein vervaardig word deur kontrakteurs en verskaffers; en • Koördineer, monitor en gee prakties-voltooilyste en die Sertifikaat van Praktiese Voltooiing uit.	nodige konsultante in vasstelling van projekopdrag, -oogmerke, -prioriteite, -beperkings, -aannames en strategieë; • Gebruik goeddunke in situasies van afwyking van ontwerpaannames; • Identifiseer en implementeer regstellende optrede vir program; • Skakel met kliëntdepartemente en kontrakteurs; • Onderhou die programbegroting en verseker vordering om etlike roosters en mylpale te bereik; • Keur die afhandeling en oorhandiging van projekte goed; • Voorsien uitvoerige terugvoer aan toelaebefondsers; • Het gevorderde kennis van kontrakbestuur en ontwikkel kontrakbestuurmodelle vir munisipale implementering; en • Bestuur geskil-, konflikoplossing en arbitrasie.

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		op koste en vordering het.	items om voltooiing van werke te behaal; en • Skakel met plaaslike gemeenskappe en ander belanghebbendes insluitende unies, ens.		
4. Bedryf en onderhoud **Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om daardie begrip in die bedryfsomgewing toe te pas.**	• Het kennis van komplekse tegniese spesifikasies van elemente in 'n stelsel; • Verstaan bedryfsreëls en -prosedures vir stelsels; • Neem deel aan die ontwikkeling en implementering van die werking- en onderhoudsvereistes van stelsels; • Neem deel aan die vasstelling van vraag en aanbod van dienste; • Neem deel aan die ontwikkeling van bedryfsprosedures vir stelsels; en • Monitor en assesseer die doeltreffendheid en betroubaarheid van dienste.	• Openbaar bevoegdhede uit vlak 1; • Het uitvoerige kennis van tegniese spesifikasies van elemente in 'n stelsel; • Het 'n uitvoerige begrip van die bedryfsreëls en -prosedures; • Kan foute opspoor by probleme wat in die stelsel voorkom; • Dra by tot die toepassing en onderhoud van batebestuurbeginsels en -stelsel vir infrastruktuur; • Pas batelewensiklusbeginsels toe om aanbevelings te doen vir wysiging, opgradering of hernuwing van stelsels en komplekse infrastruktuurelemente; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel bedryfsreëls en -prosedures (SOP's) vir elke aktiwiteit en stelsel; • Neem oordeelkundige besluite oor sake wat buite die bedryfsreëls en -prosedures val; • Onderneem langtermynbeplanning en voorspelling van infrastruktuurvereistes; • Stel tegniese spesifikasies vir stelselvereistes vas; • Maak seker dat voldoende hulpbronne (arbeid, materiaal, toerusting) toegewys word om gewenste oogmerke te bereik; • Neem die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies in ag;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n departement en stel reëls en prosedures in vir bedryf en onderhoud; • Neem bedryfsimplikasies op 'n munisipaliteitwye grondslag in ag; • Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies; • Dra by tot die ontwikkeling van nasionale norme en standaarde; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die munisipaliteit; • Pas batebestuur en batelewensiklusbeginsels toe om kapitaalprogramme vir wysigings, opgraderings en hernuwings te ontwikkel; • Maak seker dat bateregisters op datum gehou word; • Ontwikkel begrotings vir kaptaalwerke, bedryf en onderhoud; • Ontwerp, bevestig en pas bedryfs- en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur etlike departemente; • Ontwikkel bedryfsreëls en -prosedures vir stelsels; • Neem oordeelkundige besluite oor sake wat buite die bedryfsreëls en -prosedures val; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die stelsel; • Stel tegniese spesifikasies vir stelselvereistes vas; • Integreer bewarings- en vraagbestuurvereistes in die GOP en GDP's; • Ontwikkel sektorontwikkelings-planne; • Ontwikkel infrastruktuurstrategieë en -beleid vir

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		• Versag gesondheids-, veiligheids- en omgewingsrisiko's.	• Neem ingenieurswerke veilig in gebruik en/of stel dit veilig buite gebruik met die minimum ontwrigting van munisipale dienslewering; en • Skakel met ander, intern sowel as ekstern, oor geïntegreerde diensleweringsake.	onderhoudsdienslewering-standaarde op munisipale vlak toe; en • Ontwikkel modelle om die agtergrond te verskaf vir interne, uitgekontrakteerde en OPP-kapitaal- en bedryfs- en onderhoudskontrakte/-projekte.	grondgebruikbestuur en ruimtelike ontwikkeling; • Ontwikkel munisipale bedryfs-, onderhouds- en wysigings-/ hernuwingsbegrotings; • Ontwikkel organisatoriese strukture en hulpbronplanne vir bedryf en onderhoud van stelsels; en • Integreer kapitaalwerke en bedryf en onderhoud gegrond op lewensikluskoste-bepaling.
Bevoegdhede ten opsigte van openbarediensoriëntering					
1. Interpersoonlike verhoudings **Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.**	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Sensitief vir hoe mense en organisasies funksioneer.

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			• Beding vergunnings sonder om verhoudings te skaad.		
2. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.**	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Vermoë om situasies en belangeposisies te lees en om op gepaste wyse te reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Skakel en/of onderhandel met plaaslike gemeenskappe, belastingbetalers, die munisipale raad, provinsiale en nasionale departemente en strukture, maatskappye in staatsbesit, professionele liggame, vrywillige verenigings, belangegroepe, ontwikkelaars, unies, plaaslike en internasionale befondsers, die pers, ens.

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3. Dienslewerings-oriëntering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.**	• Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Raak doeltreffend betrokke by algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwag-tinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met die media oor diensleweringsake; en • Het 'n waardering en begrip vir die diensleweringsimperatief en die eise daarvan op staatsamptenare.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Het 'n begrip en waardering vir die dienslewerings-imperatief en die eise daarvan op staatsamptenare.
Persoonlike bevoegdhede					
1. Aksie- en uitkomste-oriuitkomste-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.**	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Entoesiasties om nuwe projekte te bestuur; • Aanvaar nuwe uitdagings; • Druk ander om by spertye te bly • Behou en ontwikkel kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke na; • Druk self en motiveer ander vir resultate; • Stel en bereik uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; en • Tree op indien doelwitte/oogmerke nie bereik word nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Jaag projekoogmerke meedoënloos na; • Dryf en motiveer ander; • Bereik uitdagende doelwitte; • Daarop gefokus om dinge beter te doen; • Dryf tyd- en begrotingsparameters om op projekte te lewer; • Behaal resultate deur te verseker dat oogmerke bereik word.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Daarop gefokus om seker te maak dat strategie- en program-/ projekuitkomstesbereik word.

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2. Volharding **Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.**	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.
4. Kognitiewe vermoë **Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.**	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.

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			• Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.		
5. Leeroriëntering **Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.**	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak. • Leer uit ondervinding – herhaal nie foute nie; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter, mentor, eweknieë en navorsing).	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Behoort aan 'n netwerk in die bedryf.
6. Verantwoordings-pligtigheid en etiese gedrag **Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.**	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Erken eie foute en swakhede en soek hulp by ander indien self nie kan lewer nie;	• Openbaar bevoegdhede uit vlak 1; • Meld bedrog, korrupsie, nepotisme en wanadministrasie aan; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of	• Openbaar bevoegdhede uit vlak 1 en 2; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/ departement is; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan;	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

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	• Aanvaar verantwoordelikheid vir eie optrede; en • Het geen agenda wanneer sake of mense gehanteer word nie.	die gewin van ander nie; • Bou vertroue en toon vertroue in ander; • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word; en • Ontwikkel en pas selfregstellende maatreëls toe.	• Tree beslis op teen korrupte en oneerlike gedrag.		
Bestuurs-/leierskapsbevoegdhede					
1. Impak en invloed **Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.**	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; en • Gebruik invloed om oogmerke te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou steun en projekteer gesag en geloofwaardigheid.
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente.

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3. Rigtingbepaling **Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.**	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap **Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.**	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; en • Rig individue af oor sake van etiek en professionele oordeel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel en moedig	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur talentaantrekking, integrasie, ontwikkeling en behoud deur aktiewe pogings van kennisoordrag en afrigting.

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			personeel aan om daaraan te werk om professioneel geregistreer te word.		

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BEVOEGDHEIDSRAAMWERK VIR DIE INGENIEURSPROFESSIE – TEGNICI

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Gegradueerde in opleiding: Tegnikus	• Tegnikus: Siviel • Tegnikus: Chemies • Tegnikus: Elektries • Tegnikus: Meganies • Ander ingenieurstegnikus	• Senior tegnikus: Siviel • Senior tegnikus: Chemies • Senior tegnikus: Elektries • Senior tegnikus: Meganies • Ander ingenieurstegnikus	• Eerste tegnikus: Siviel • Eerste tegnikus: Chemies • Eerste tegnikus: Elektries • Eerste tegnikus: Meganies • Ander ingenieurstegnikus	• Hoofingenieurstegnikus (enige ingenieursdissipline)
KENNIS EN OMVANG VAN WERK	• Help met uitvoering van goed gedefinieerde ingenieurstake onder toesig/mentorskap van 'n ingenieurspraktisyn; en • Kan deel wees van 'n gestruktureerde opleidingsprogram.	• Neem deel aan verskeie goed gedefinieerde ingenieursfunksies; en • Werk met 'n mate van onafhanklikheid maar primêr onder leiding en toesig.	• Voer goed gedefinieerde aktiwiteite uit. Pas geïntegreerde kennis toe; • Werk onafhanklik en soek raad wanneer nodig; en • Hou toesig oor en koördineer ander lede van die ingenieurspan.	• Bestuur goed gedefinieerde ingenieursfunksies; • Werk onafhanklik in goed gedefinieerde werksverhouding met ander partye en dissiplines; en • Hou toesig oor en monitor ander lede van die ingenieurspan.	• Lei en bestuur goed gedefinieerde ingenieursfunksies; • Werk onafhanklik; en • Hou toesig oor en mentor junior tegnici.
ONDERVINDING	• Geen ondervinding nodig.	• 3-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding ná registrasie.	• 8 jaar of meer toepaslike ondervinding ná registrasie.	• 10 jaar of meer toepaslike ondervinding ná registrasie.

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KWALIFIKASIE	• 'n Toepaslike Nasionale Diploma in Ingenieurswese. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike Nasionale Diploma in Ingenieurswese. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike Nasionale Diploma in Ingenieurswese en registrasie as 'n Pr Techni Eng. • Rekenaargeletterd-heid: MS Office	• 'n Toepaslike Nasionale Diploma in Ingenieurswese en registrasie as 'n Pr Techni Eng. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike Nasionale Diploma in Ingenieurswese en registrasie as 'n Pr Techni Eng, en/of BTech en registrasie as 'n Pr Techni Eng. • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**	**5**
Kern- professionele bevoegdhede					
1. Beplanning **Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.**	• Neem deel aan beplanning deur uit navorsing, opnames en studies saam te stel en te versamel; • Ontleed inligting om uitvoerbaarheidstudie te steun; en • Help met preliminêre ontwerpe van beplande projekte en soek goedkeuring vir ontleding en oplossings en stel skattings vas vir beplanning van projekte.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die ontleding van inligting en alternatiewe; • Dra by tot die ontwikkeling van scenario's vir uitvoerbaarheid en soek goedkeuring; • Dra by tot die ontledingskoste en finansiële implikasies; • Dra by tot die assessering van toestand en verwagte nuttige lewe van bates; en • Werk komponente van die batebestuurplan en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur 'n span beplanningstegnici; • Wys hulpbronne toe ooreenkomstig die beplannings-begroting; • Koördineer beplanningsaktiwiteite en konseptualiseer opsies vir goedkeuring; en • Verstaan die behoeftes van die gemeenskap en pas ingenieursoplossings aan om aan die behoeftes van gemeenskap te voldoen.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Begroot, bestuur en wys hulpbronne vir beplanning toe; • Projekteer en voorspel korttermyninfrastruktuur-behoeftes vir die munisipaliteit; • Evalueer alternatiewe opsies; • Doen kostebepalings- en finansiële ontleding van die sosio-ekonomiese impakte van die projek; en • Help met die ontwikkeling van die kapitaal- en infrastruktuurprogram.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur en koördineer die insette van die beplanningstegnici; • Inisieer en bestuur assesserings en opnames om seker te maak dat beplanningsdata op datum is; • Inisieer en bestuur batebestuurstelsels om behoorlike begroting te verseker ooreenkomstig huidige basislyndata; • Interpreteer GOP en ruimtelikebeplanningsinisiatiewe in spesifieke projekvereistes; • Dra by tot die infrastruktuuropsie-ontleding; • Neem institusionele reëlings en kapasiteite in ag in die beplanning en voorstel van ingenieursoplossings om aan

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		bateregister by en hou dit in stand.			gemeenskapsbehoeftes te voldoen; en • Projekteer en voorspel kort- en mediumtermyninfrastruktuur-behoeftes vir die munisipaliteit.
2. Organisatoriese bewustheid **Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.**	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Kennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van toepassing is in die spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departement-spesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele dienslewerings-uitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures; • Dieptekennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite.
3. Aandag aan besonderhede	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme;	• Openbaar bevoegdhede uit vlak 1 tot 4; en

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Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.		• Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.	• Bestuur nakoming van ingenieurstandaarde ten opsigte van projekte en programme.
Funksioneel					
1. Ontwerp **Die vermoë om infrastruktuur te ontwerp ooreenkomstig ingenieurskodes en -standaarde en met gepaste inagneming van operasionele vereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.**	• Inspekteer infrastruktuur en terreine om goed gedefinieerde ontwerpparameters vas te stel; • Versamel tegniese en topografiese data; • Neem onder toesig deel aan uitvoerbaarheids-assesserings en aanvanklike ontwerpaktiwiteite; • Neem onder toesig deel aan die ontwerp van goed gedefinieerde infrastruktuurelemente en -prosesse; en • Ontwikkel hoeveelheidslyste en skattings soos geïnisieer deur die ingenieur.	• Openbaar bevoegdhede uit vlak 1; • Dra onder toesig by tot die ontwerp van infrastruktuur en -prosesse; • Neem bedryfsdoeltreffend-heid, koste-effektiwiteit, omgewingsimpakte en volhoubaarheid in ag en soek goedkeuring; • Dra by tot die samestelling van ingenieurstekeninge; • Bepaal en ontwikkel spesifikasies en doen aanbevelings vir goedkeuring; en • Dra by tot tender- en kontrakdokumente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kontroleer ontwerpelemente en detailtekeninge van junior ingenieurspersoneel; • Ontwerp goed gedefinieerde ingenieurselemente en integreer die ontwerpe van junior ingenieurspersoneel; • Neem die gepastheid van ingenieursoplos-sings in die konteks van gemeenskaps-behoeftes in ag; en • Gebruik bekende tegnologieë om aan gemeenskaps-behoeftes te beantwoord.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur en wys hulpbronne toe aan ontwerpe; • Prioritiseer ontwerpelemente ten opsigte van begrotingsbeskikbaarheid; • Beplan en ontwerp opgraderings aan bestaande netwerke binne beginsels en norme en volgens die vereistes van regulasies en riglyne; en • Interpreteer en bepaal omvang van ontwerpvereistes vir dienslewering onder leiding van en soos gerig deur meesterplanne, berei konsepvoorstelle voor binne bekende tegnologie en soek goedkeuring; en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur 'n span in die ontwerpdepartement; • Ontwikkel en hou ontwerp- (en ander tegniese) standaarde en spesifikasies in stand; • Kontroleer die ontwerpe van junior ingenieurspersoneel en integreer die ontwerpelemente vir goedkeuring; • Ondersoek en gee voorlopig goedkeuring aan infrastruktuurontwerpe en doen voorlopige ontwerpe vir die verbetering en doeltreffendheid van infrastruktuur soos deur die ingenieur geïnisieer; • Beplan en ontwerp opgraderings aan bestaande infrastruktuurkomponente; • Ontwikkel ontwerpverslae en sakeplanne; en

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					• Ontwikkel hoeveelheidslyste en skattings.
2. Projekbestuur **Vermoë om eie take en ander se take te beplan, te koördineer en te beheer in die lewering, bedryf en onderhoud van infrastruktuur en ander take tot die vereiste spesifikasie en binne die begroting en rooster.**	• Neem deel aan toegewese take binne die omvang van die opdrag; • Monitor vordering en gehalte en doen verslag aan projekbestuurder; • Algemene terreintoesig oor toegewese take; • Sit werk uiteen; • Doen toetse en maak monsters bymekaar; • Meet hoeveelhede; en • Doen projekbestuur van klein werke.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die bestuur van interne projekte tot op ooreengekome standaarde; • Ontwikkel projekroosters en mylpale; • Identifiseer hulpbronne om die projekoogmerke vir ingenieurs-goedkeuring te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens skedule voltooi word; en • Kan projek binne begroting voltooi.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur die projekspan en ken hulpbronne toe om die projekoogmerke te bereik; • Ontwikkel programroosters en mylpale vir etlike klein tot medium projekte; • Bestuur begrotings; en • Prioritiseer programaktiwiteite om seker te maak dat projekte volgens skedule voltooi word.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur die konstruksie, opknapping of vervanging van infrastruktuurdienste; • Verseker projeknakoming van EPWP-beleid en verseker gebruik van arbeidsintensiewe konstruksiemetodes; • Evalueer en gee insette tydens beoordeling van tenders; • Monitor bereiking van SPG's en algemene nakoming van toelaevoorwaardes soos BG- en V-plan; • Bestuur etlike projekte tot op ooreengekome standaarde; en • Prioritiseer etlike hulpbronne om by mededingende spertye te bly.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur projekbestuurtegnici; • Inisieer aanbodkettingaktiwiteite en verseker nakoming van aanbodkettingbeleid en tenderverkrygingsprosesse; • Verstaan en pas goed gedefinieerde tegniese kennis toe van funksionele pligte, prosesse, metodologie en infrastruktuur; • Beplan en lewer projekte teen ooreengekome tyd-, koste en gehaltevereistes; • Pas goed gedefinieerde ingenieurskennis, -vaardighede en ondervinding toe om infrastruktuur in diens te stel; • Identifiseer situasies van afwyking van goed gedefinieerde ontwerpaannames; en • Bestuur projekbegrotings en roosters doeltreffend.
3. Konstruksie **Kennis van konstruksie en onderhoudsprosesse, Monitor nakoming van ontwerpspesifikasies, gesondheids- en veiligheidsregulasies; en**	• Basiese kennis van konstruksie- en onderhoudsprosesse; • Bestuur klein konstruksiewerke of -werkpakkette; • Help met die nakoming van ontwerpspesifikasies,	• Openbaar bevoegdhede uit vlak 1; • Openbaar bevoegdhede uit vorige vlakke; • Kennis van konstruksie- en onderhouds-prosesse;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur meer as een konstruksiespan; • Gevorderde kennis van konstruksie- en onderhoudsprosesse;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Bestuur projekbegrotings en -roosters; • Onderhandel met kliëntdepartemente en belanghebbendes;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Gebruik goeddunke in situasies van afwyking van ontwerpaannames; • Identifiseer en implementeer regstellende optrede; • Skakel met kliëntdepartemente en kontrakteurs;

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Kommunikeer in gepaste styl onder toesig van konstruksiepersoneel.	gesondheids- en veiligheidsregulasies; • Doen roetineterreininspeksies; • Help met beheer, toets en monsterneming; en • Doen meting en vlakbeheer op terrein.	• Neem deel aan versagting van gesondheids-, veiligheids- en omgewingsrisiko's. • Neem deel aan die bestuur van gehalte en risiko; • Neem deel aan die monitering van tyd/gehalte/koste; • Neem deel aan goedkeuring van veranderinge deur samestelling en aanstuur van die nodige aansoeke na die senior ingenieur; • Bestuur die konstruksie van interne en klein projekte; en • Fasiliteer samestelling van opdragte vir klein projekte.	• Bestuur projekbegrotings en roosters doeltreffend; • Identifiseer kontraktuele sake tussen die munisipaliteit en kontrakteur doeltreffend; • Dra by tot die bestuur van gehalte en risiko; • Hou toesig oor en bestuur projekte van medium grootte; • Doen aanbevelings oor projekverslae en betalingsertifikate; en • Dra by tot ontwikkeling van kapitaalprogramme vir die munisipaliteite.	• Ken hulpbronne (arbeid, materiaal, toerusting) toe om gewenste oogmerke te bereik; • Identifiseer en implementeer regstellende optrede; • Skakel doeltreffend met eksterne owerhede en ander belanghebbendes oor projekspesifieke sake; en • Help met uitvoerbaarheid en skatting van omvang en waarde van projekte.	• Uitvoerige kennis van kontrakvoorwaardes en tendervorms; • Inisieer konstruksieprojekte; • Skeduleer kontrakte en mylpale; • Ontwikkeling en ontwerp van wysigings en gebeurlikhede; • Onderneem geskil- en konflikoplossing; en • Bestuur ingebruikneming en behoud.
4. Bedryf en onderhoud **Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om daardie begrip in die bedryfsomgewing toe te pas.**	• Basiese kennis van tegniese spesifikasies van elemente in 'n stelsel; • Verstaan bedryfsreëls en -prosedures vir infrastruktuur; • Help met infrastruktuur-assesserings;	• Openbaar bevoegdhede uit vlak 1; • Kennis van tegniese spesifikasies van elemente in die stelsel; • 'n Begrip van die bedryfsreëls en -prosedures;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur 'n bedryfs- en onderhoudsafdeling; • Dra by tot langtermyn-beplanning en voorspelling van infrastruktuurbedryfs-	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike bedryfs- en onderhoudsafdelings; • Neem bedryfsimplikasies op 'n munisipaliteitwye grondslag in ag; • Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Lei en bestuur bedryfs- en onderhoudspanne en aktiwiteite; • Ontwikkel bedryfsprosedures vir dienste in die munisipaliteit; • Neem oordeelsbesluite oor sake wat binne die bedryfsreëls en -prosedures val;

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	• Doen aanbevelings vir vervanging en herstelaktiwiteite; • Help met die ontwikkeling van spesifikasies vir klein werke en herstelwerk; en • Help met die bestuur van depotaktiwiteite en klein onderhoudsherstel-/ vervangingspanne.	• Neem deel aan foutsporing van probleme wat met infrastruktuur-lewering voorkom; • Identifiseer en eskaleer gesondheids-, veiligheids- en omgewingsrisiko's; • Neem deel aan infrastruktuurbate-bestuur en infrastruktuurlewen-siklus; • Bestuur onderhouds- en herstelspanne; • Neem deel aan die samestelling van jaarlikse begrotings vir onderhoud en herstelwerk; en • Neem deel aan die ontwikkeling van roetine en geskeduleerde onderhoudsprogram-me.	en onderhoudsvereistes; • Dra by tot die ontwikkeling van tegniese spesifikasies vir stelselvereistes; • Neem die finansiële, maatskaplike, ekonomiese en omgewings-implikasies in ag; • Dra by tot die veilige ingebruikneming en/of stel ingenieurswerke veilig buite gebruik met die minimum ontwrigting van munisipale dienslewering; • Verstaan batebestuur en dra by tot die prioritisering van onderhouds-aktiwiteite; en • Skeduleer en spesifiseer werk vir onderhoudspanne.	• Ontwikkel bedryfsreëls en -prosedures vir infrastruktuur; • Ontwikkel jaarlikse bedryfs- en onderhoudsprogramme gegrond op ontleding van die onderhoud van infrastruktuurbatebestuur-stelsel; • Ontwikkel jaarlikse onderhoudsbegrotings vir die afdeling; • Verseker nakoming van bedryfsprosedures en -spesifikasies; en • Onderneem vraag en bewaringsbestuur.	• Identifiseer geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van infrastruktuur; • Dra by tot die ontwikkeling van nasionale norme en standaarde; • Ontwikkel jaarlikse begrotings vir afdelings; • Neem deel aan grondgebruikbestuur-assesserings vir opgraderings of verdigtings; • Bestuur en implementeer koppelings tussen onderhoud en die ontwerp van klein werke en interne projekte; • Ontleed bedryfs- en onderhoudsvereistes ooreenkomstig die GOP en ontwikkelingstrategieë; en • Skakel met ander, intern sowel as ekstern, oor geïntegreerde diens.
Bevoegdhede ten opsigte van openbarediensoriëntering					
1. Interpersoonlike verhoudings **Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.**	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie;	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Sensitief vir hoe mense en organisasies funksioneer.

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		• Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.	
2. Dienslewerings-oriëntering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.**	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en druk gemeenskaps-behoeftes in sektorplanne uit; en • Bestuur gemeenskapsverwag-tinge binne finansiële, tegniese en kapasiteits-beperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend oor diensleweringsake met alle belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Het 'n begrip en waardering vir die diensleweringsimperatief en die eise daarvan op staatsamptenare.
3. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en**	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Vermoë om situasies en belangeposisies te lees en	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Skakel en/of onderhandel met plaaslike gemeenskappe, belastingbetalers, die munisipale raad, provinsiale en nasionale departemente en strukture, maatskappye in

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skriftelike kommunikasie van ander.		• Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk.	• Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	om op gepaste wyse te reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.	staatsbesit, professionele liggame, vrywillige verenigings, belangegroepe, ontwikkelaars, unies, plaaslike en internasionale befondsers, die pers, ens.
Persoonlik					
1. Aksie- en uitkomste-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.**	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Entoesiasties om nuwe projekte te bestuur; • Aanvaar nuwe uitdagings; • Druk ander om by spertye te bly • Behou en ontwikkel kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke na; • Druk self en motiveer ander vir resultate; • Stel en bereik uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; en • Tree op indien doelwitte/oogmerke nie bereik word nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Jaag projekoogmerke meedoënloos na; • Dryf en motiveer ander; • Bereik uitdagende doelwitte; • Daarop gefokus om dinge beter te doen; • Dryf tyd- en begrotingsparameters om op projekte te lewer; • Behaal resultate deur te verseker dat oogmerke bereik word.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Daarop gefokus om te verseker dat strategie- en program-/ projekuitkomstesbereik word.

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2. Volharding **Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.**	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.
4. Kognitiewe vermoë **Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van**	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.

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gevolge en implikasies. Kan die groot prentjie sien.			grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Oorweeg alternatiewe.	
5. Leeroriëntering **Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.**	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bevorder beste praktyk; en • Behoort aan 'n netwerk in die bedryf.
6. Verantwoordingspligtigheid en etiese gedrag **Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.**	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Erken eie foute en swakhede en soek hulp by ander indien self nie kan lewer nie; • Aanvaar verantwoordelikheid vir eie optrede; en	• Openbaar bevoegdhede uit vlak 1; • Meld bedrog, korrupsie, nepotisme en wanadministrasie aan; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/ departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

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	• Het geen agenda wanneer sake of mense gehanteer word nie.	• Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word; en • Ontwikkel en pas selfregstellende maatreëls toe.			
Bestuur/leierskap					
1. Impak en invloed **Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.**	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; en • Gebruik invloed om oogmerke te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou steun en projekteer gesag en geloofwaardigheid.
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente.
3. Rigtingbepaling	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3;	• Openbaar bevoegdhede uit vlak 1 tot 4; en

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Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.		• Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Goed daarin om rigting duidelik aan te gee.	• Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap **Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.**	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; en • Rig individue af oor sake van etiek en professionele oordeel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur talentaantrekking, integrasie, ontwikkeling en behoud deur aktiewe pogings van kennisoordrag en afrigting.

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			personeel en moedig personeel aan om daaraan te werk om professioneel geregistreer te word.	of moeilike situasies te hanteer.	

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INGENIEURSTEGNOLOË

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Gegradueerde in opleiding: Tegnoloog	• Tegnoloog: Siviel • Tegnoloog: Chemies • Tegnoloog: Elektries • Tegnoloog: Meganies • Ander ingenieurs	• Senior tegnoloog: Siviel • Senior tegnoloog: Chemies • Senior tegnoloog: Elektries • Senior tegnoloog: Meganies • Ander ingenieurs	• Eerste tegnoloog: Siviel • Eerste tegnoloog: Chemies • Eerste tegnoloog: Elektries • Eerste tegnoloog: Meganies • Ander ingenieurs	• Hoofingenieurs-tegnoloog (alle ingenieursdissiplines)
KENNIS EN OMVANG VAN WERK	• Neem deel aan uitvoering van breed gedefinieerde ingenieurstake onder toesig/mentorskap van 'n ingenieurspraktisyn; en • Kan deel wees van 'n gestruktureerde opleidingsprogram.	• Dra by tot verskeie breed gedefinieerde ingenieursfunksies. Mate van onafhanklikheid maar soek strategiese leiding soos vereis; en • Kan meerderes help om spesialisraad aan kliënte te gee.	• Voer komplekse aktiwiteite uit wat breedweg gedefinieer van aard is; • Pas nuwe tegnologie in huidige praktyk toe; • Werk onafhanklik en soek raad wanneer nodig; en • Kan toesig hou oor junior ingenieurspersoneel.	• Bestuur breed gedefinieerde ingenieursfunksies; • Werk onafhanklik; en • Kan toesig hou oor junior ingenieurspersoneel en hulle mentor.	• Lei breed gedefinieerde ingenieursaktiwiteite en hulpbronne; • Werk onafhanklik; • Kan junior ingenieurspersoneel mentor; en • Spesialiseer en gee raad oor spesifieke ingenieursubdissiplines.
ONDERVINDING	• 3 jaar toepaslike ondervinding op tegnikusvlak.	• 3-5 jaar toepaslike ondervinding sedert verkryging van BTech.	• 5-8 jaar toepaslike ondervinding ná registrasie.	• 8 jaar of meer toepaslike ondervinding ná registrasie.	• 10 jaar of meer toepaslike ondervinding ná registrasie.

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KWALIFIKASIE	• 'n Toepaslike Nasionale Diploma; en • 'n Toepaslike BTech-graad in ingenieurswese. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike BTech-graad in ingenieurswese. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike BTech-graad in ingenieurswese; en • Registrasie as 'n Pr Tech Eng. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike BTech-graad in ingenieurswese en registrasie as Pr Tech Eng; en • Plus, in die geval van elektriese of meganiese dissiplines, na gelang van die grootte van installasie, 'n GCC of Pr Cert Eng. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike BTech- of verkieslik MTech-graad in ingenieurswese en registrasie as Pr Tech Eng; • Plus, in die geval van elektriese of meganiese dissiplines, na gelang van die grootte van installasie, 'n GCC of Pr Cert Eng. • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**	**5**
Kern- professionele bevoegdhede					
1. Beplanning **Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.**	• Neem deel aan beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel vir breed gedefinieerde ingenieursprobleme; • Ontleed inligting om uitvoerbaarheidstudies te steun; en • Dra by tot die samestelling van uitvoerbaarheidstudies vir breed gedefinieerde ingenieursprobleme en -projekte.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die ontwikkeling van modelle vir die ontleding van inligting; • Konseptualiseer opsies en doen aanbevelings; • Dra by tot ontleding van die sosio-ekonomiese impakte van die projek; • Dra by tot die kostebepaling en finansiële ontleding van kapitaalprojekte, bedryf en onderhoud;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur die beplanningsinsette van junior ingenieurspersoneel; • Ontwikkel scenario's en onderneem ontleding van opsies; • Pas breed gedefinieerde ingenieurskennis, vaardighede en ondervinding toe om uitvoerige produksieplanne vir infrastruktuur voor te	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur en wys hulpbronne toe aan beplanning; • Prioritiseer projekte ten opsigte van begrotingsbeskikbaarheid; • Evalueer voorgestelde projekte, stel vereistes en vermoëns vas deur breed gedefinieerde ingenieursbeginsels toe te pas, stel konsepplanne en kosteskattings op,	• Openbaar bevoegdhede uit vlak 1 tot 4; • Inisieer en hou toesig oor prestasie-ontleding, lewensikluskoste-bepaling en onder-houdsvoorspellings van nuwe en bestaande infrastruktuur; • Beplan stelsels wat ingenieursnorme en departementele standaarde toepas vooruit; en • Beplan voorgestelde infrastruktuur volgens

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		• Stel lewensiklus van bates vas onder leiding van die ingenieur; en • Stel die oorblywende nuttige lewe van bates onder leiding vas.	berei soos vasgestel deur langtermyn-meesterbeplanning; • Ontleed koste en finansiële implikasies; • Verstaan die behoeftes van die gemeenskap en pas ingenieursoplossings aan om aan die behoeftes van gemeenskap te voldoen; en • Neem institusionele reëlings en kapasiteite in ag in die beplanning en voorstel van ingenieursoplossings om aan gemeenskapsbehoeftes te voldoen.	evalueer om optimale oplossing te vind; • Definieer kommunikasiekanale, verslagdoening en koördinasie met plaaslike gemeenskappe en ander belanghebbendes soos DWS, DOT, Eskom, unies, ens.; en • Kommunikeer met stadsbeplanners, konsulterende ingenieurs en ontwikkelaars oor breed gedefinieerde tegniese sake vir voorgestelde ontwikkelingsprojekte en soek die leiding van ingenieurs waar nodig.	die vereistes van regulasies en riglyne.
2. Organisatoriese bewustheid **Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.**	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Gevorderde kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele dienslewerings-uitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/ munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/ munisipaliteit se beleid en prosedures; • Dieptekennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit	• Openbaar bevoegdhede uit vlak 1 tot 4; • Algehele bewustheid van ontwikkeling in die infrastruktuursektor; • Dra by tot bestuur van die infrastruktuur ooreenkomstig batebestuurbeginsels; en • Voorsien dienste en infrastruktuur ooreenkomstig die GOP.

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		regering van toepassing is in die spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.		se uitdagings in die lewering van munisipale dienste.	
3. Aandag aan besonderhede **Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.**	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur nakoming van ingenieurstandaarde ten opsigte van projekte en programme.
Funksionele bevoegdhede					
1. Ontwerp **Die vermoë om infrastruktuur te ontwerp ooreenkomstig ingenieurskodes en -standaarde en met gepaste inagneming van operasionele vereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.**	• Neem onder toesig deel aan die ontwerp van infrastruktuurelemente en -prosesse; • Neem deel aan uitvoerbaarheidstudies en doen aanbevelings oor oplossings vir breed gedefinieerde ingenieursprobleme; • Neem deel aan die samestelling van ingenieurstekeninge vir infrastruktuur; • Neem deel aan terreinondersoeke om	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die ontwerp van infrastruktuur en prosesse met gepaste inagneming van bedryfsdoeltreffendheid, koste-effektiwiteit, omgewingsimpakte en -volhoubaarheid en soek raad vir breed gedefinieerde ingenieurs- en alternatiewe tegnologiese oplossings;	• Openbaar bevoegdhede uit vlak 1 en 2; • Kontroleer ontwerpe en detailtekening van junior ingenieurspersoneel; • Ontwerp breed gedefinieerde ingenieursinfrastruktuur en prosesse; • Skakel met kliëntdepartemente oor ontwerpspesifikasies; • Teken ontwerpe en tekeninge vir breed gedefinieerde projekte af;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur en wys hulpbronne toe aan ontwerpprojekte; • Prioritiseer ontwerp ten opsigte van begrotings-beskikbaarheid; • Reguleer ontwikkelingsvoorstelle vir stedelike en plattelandse ontwikkelings, ondersoek en keur breed gedefinieerde infrastruktuurontwerpe	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur die ontwerpspan en/of ontwerpkantoor en tekenregister; • Hou toesig oor en verseker die infrastruktuur is geskik vir doel; • Lei die navorsing oor alternatiewe/nuwe tegnologieë; • Maak seker dat 'n geïntegreerde

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	uitvoerbaarheid te steun; en • Neem onder toesig deel aan die samestelling van tender- en kontrakdokumente vir infrastruktuur.	• Inisieer terreinondersoeke en spesifiseer vereistes daarvan; • Dra by tot die samestelling van ingenieurstekeninge vir breed gedefinieerde ontwerpe; en • Dra onafhanklik by tot die samestelling van tender- en kontrakdokumente.	• Soek raad met komplekse ingenieursprobleme en nuwe tegnologieë; • Keur kontrak- en tenderdokumente goed; • Neem die gepastheid van ingenieursoplossings in die konteks van gemeenskapsbehoeftes in ag; en • Gebruik gepaste tegnologieë om aan gemeenskapsbehoeftes te voldoen.	goed en inisieer metodes om doeltreffendheid te verbeter; • Beplan en ontwerp opgraderings aan bestaande netwerke, pas ingenieurskennis, beginsels en norme toe op die vereistes van regulasies en riglyne; en • Interpreteer en bepaal omvang van ontwerpvereistes vir dienslewering soos gerig deur meesterplanne, berei konsepvoorstelle voor en gee raad oor jongste tegnologie, berei kontrakdokumentasie voor.	infrastruktuurbate-bestuurplan bestaan; • Gradeer en stel die toestand en verwagte nuttige lewe van bates vas; • Bepaal kritieke belang van bates; en • Doen finansiële modellering vir bates insluitende vervangingskoste, lewensikluskoste en O&M-begroting soos geïnisieer deur die ingenieur.
2. Projekbestuur **Vermoë om eie take en ander se take te beplan, te koördineer en te beheer in die lewering, bedryf en onderhoud van infrastruktuur en ander take tot die vereiste spesifikasie en binne die begroting en rooster.**	• Neem deel aan toegewese take tot die ooreengekome standaarde (handel werk in die omvang van die opdrag af); • As 'n terreinagent op projekte geplaas; • Verseker ontwerpnakoming van breed gedefinieerde aktiwiteite, vordering en besteding in die begroting; en	• Openbaar bevoegdhede uit vlak 1; • Bestuur interne projekte volgens die ooreengekome standaarde; • Volg vordering en gehalte en doen verslag aan projekbestuurder; • Volg besteding, stel sertifikate saam en dien dit by projekbestuurder in vir goedkeuring;	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en wys hulpbronne toe aan projekte vir interne werk; • Bestuur die konstruksie, opknapping of vervanging van infrastruktuurdienste; • Verseker projeknakoming van EPWP-beleid en verseker gebruik van	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur multidissiplinêre projekte en programme; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bestuur aanbodkettingaktiwiteite en verseker nakoming van aanbodkettingbeleid en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Inisieer, ontwikkel en beplan veeljaarprojekte; • Gee spesialis- tegniese en spesifikasie-insette vir projekte; • Gee raad oor omvangverandering en projekgebeurlikhede; en • Bestuur kontrakte en projekte en hanteer geskille, ten opsigte van verskillende vorme van

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	• Doen aanbevelings oor wysiging en gebeurlikhede en soek goedkeuring.	• Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens skedule voltooi word; en • Kan projek binne begroting voltooi.	arbeidsintensiewe konstruksiemetodes; • Evalueer en gee insette tydens beoordeling van tenders; • Monitor bereiking van SPG's en algemene nakoming van toelaevoorwaardes soos BG- en V-plan; • Bestuur etlike projekte volgens ooreengekome standaarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; en • Bestuur etlike begrotings.	tenderverkrygingsprosesse; • Verstaan en pas tegniese kennis toe van funksionele pligte, prosesse, metodologie en stelsels; • Beplan, beheer en lewer projekte en programme teen ooreengekome tyd-, koste en gehaltevereistes; • Pas ingenieurskennis, -vaardighede en ondervinding toe om infrastruktuur in diens te stel; en • Verstaan en pas tegniese kennis toe van funksionele pligte, prosesse, metodologie en stelsels.	kontrakte en doen aanbevelings aan die ingenieur vir die beëindiging van projekte weens nienakoming van omvang en kontrak.
3. Konstruksie **Kennis van konstruksie en onderhoudsprosesse, Monitor nakoming van ontwerpspesifikasies, gesondheids- en veiligheidsregulasies; en** **Kommunikeer in gepaste styl onder toesig van konstruksiepersoneel.**	• Het kennis van konstruksie- en onderhoudsprosesse; • Fasiliteer en monitor omvang-/tyd-/gehalte-/kosteveranderings-goedkeuring deur samestelling en aanstuur van die nodige aansoeke na die senior ingenieur; • Bestuur die konstruksie van interne projekte;	• Openbaar bevoegdhede uit vlak 1; • Het uitvoerige kennis van konstruksie- en onderhoudsprosesse; • Kan kontraktuele sake tussen die munisipaliteit en kontrakteurs doeltreffend hanteer; • Versag gesondheids-, veiligheids- en omgewingsrisiko's; • Bestuur gehalte en risiko;	• Openbaar bevoegdhede uit vlak 1 en 2; • Ken hulpbronne toe (arbeid, materiaal, toerusting) om gewenste oogmerke te bereik; • Gebruik goeddunke in situasies van afwyking van ontwerpaannames; • Identifiseer en implementeer regstellende optrede;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Hersien en keur die konstruksieprogramme van kontrakteurs goed; • Bestuur projekbegrotings en -roosters; • Onderhandel met kliëntdepartemente en belanghebbendes;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Uitvoerige kennis van kontrakvoorwaardes en tendervorms; • Ontwikkel en implementeer projekmagtigings; • Inisieer konstruksieprojekte; • Skeduleer kontrakte en mylpale;

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	• Fasiliteer samestelling van opdragte vir projekte; en • Fasiliteer samestelling van sakeplan (SP) of registrasievorm.	• Hou toesig oor en bestuur projekte van medium grootte; • Bevestig projekverslae; en • Evalueer en gee insette tydens beoordeling van tenders.	• Skakel met kliëntdepartemente en kontrakteurs; • Bestuur projekbegrotings en roosters doeltreffend; en • Skakel doeltreffend met eksterne owerhede en ander belanghebbendes oor projekspesifieke sake.	• Hou toesig oor die ingebruikneming en buitegebruikstelling van infrastruktuur; • Stel die kapitaalprogram van die munisipaliteit saam; • Ontwikkel en keur die konstruksieprogram goed; • Assesseer en keur omvang en spesifikasie goed; • Bestuur die konstruksie- en kapitaalprogram van die munisipaliteit; en • Bestuur toelaagbefondsde programme en aansoeke en verslagdoening.	• Ontwikkel en ontwerp wysigings en gebeurlikhede; • Geskil- en konflikoplossing; en • Indiensneming en bestuur behoud.
4. Bedryf en onderhoud **Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om daardie begrip in die bedryfsomgewing toe te pas.**	• Kennis van tegniese spesifikasies van elemente in 'n stelsel; • Verstaan bedryfsreëls en -prosedures vir die stelsel; • Neem deel aan die voorbereiding van tenderdokumente vir geringe werke en dienste; • Help met die identifisering van die vervanging van infrastruktuur weens onklaarraking;	• Openbaar bevoegdhede uit vlak 1; • Uitvoerige kennis van tegniese spesifikasies van elemente in die stelsel; • Uitvoerige begrip van die bedryfsreëls en -prosedures; • Kan foute opspoor by probleme wat in die stelsel voorkom; • Versag gesondheids-, veiligheids- en omgewingsrisiko's;	• Openbaar bevoegdhede uit vlak 1 en 2; • Pas ingenieurskennis, -vaardighede en ondervinding toe om infrastruktuur in diens te stel; • Bestuur junior ingenieurspersoneel; • Verstaan en pas ingenieurskennis, -vaardigheid en -ondervinding in 'n spesifieke dienslewering toe;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike onderhoudspanne en depots; • Verstaan risiko en rig die bestuur van risiko; • Bestuur aanbodkettingaktiwiteite en verseker nakoming van aanbodkettingbeleid en tenderverkrygings-prosesse; • Neem bedryfsimplikasies op 'n	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur klein tot medium bedryfs- en on-derhoudsdepartement of 'n enkele dissipline; • Ontwikkel bedryfsreëls en -prosedures vir infrastruktuurlewering; • Neem oordeelsbesluite oor sake wat binne die bedryfsreëls en -prosedures val; • Identifiseer geleenthede, situasies en insidente vooruit wat

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	• Neem deel aan die voortbrenging van vervangings- en vergrotingsprogramme; • Neem deel aan die onderhoud van infrastruktuur- en toevoerstelsels; • Neem deel aan die implementering van onderhoudsprogramme; • Bestuur klein onderhoudspanne; en • Neem deel aan ontwikkeling van spesifikasies wat breed gedefinieer is.	• Dra by tot die konstruksie, opknapping of vervanging van infrastruktuurdienste wat uiteraard breed gedefinieer is om aan te pas by die standaarde, tydsbeperkings en begrotings vir die beplanning- en ontwerpvereistes; • Dra by tot die ontwikkeling van onderhoudsprogramme en verseker die implementering van roetine- en geskeduleerde onderhoud; en • Maak seker dat alle bateposisies en aktiwiteite in die batebestuurstelsels vasgelê word en vervangingstragegieë identifiseer.	• Bied gespesialiseerde raad aan ander; • Maak gebruik van innovering en beste praktyk om met breed gedefinieerde oplossings vorendag te kom om seker te maak dat dienslewering voorsien word met die minimum onderbreking en op 'n bevredigende standaard; • Ontwikkel bedryfsprosedures vir infrastruktuurstelsels en bestuur bedryfs- en onderhoudspanne; • Stel tegniese spesifikasies vir infrastruktuurvereistes vas; • Neem die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies in ag; • Neem ingenieurswerke veilig in gebruik en/of stel dit veilig buite gebruik en met die minimum ontwrigting van munisipale dienslewering; en • Bestuur depots en rehabilitasiespanne.	munisipaliteitwye grondslag in ag, beplan en bestuur departementele hulpbronne; • Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies; • Dra by tot die ontwikkeling van norme en standaarde; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die munisipaliteit; • Doen aanbevelings oor sake wat buite die bedryfsreëls en -prosedures val; • Skakel met ander, intern sowel as ekstern, oor geïntegreerde diensleweringsake; en • Onderneem langtermynbeplanning en voorspelling van infrastruktuurvereistes.	'n impak kan hê op die werking van 'n diens-leweringskomponent; • Ontwikkel vervangingsprogramme; • Ontwikkel stelselvraag- en bedryfsvereistes; • Stel breed gedefinieerde tegniese spesifikasies vir stelselvereistes vas; • Inspekteer en toets infrastruktuur vir bedryfsdoeltreffendheid; • Inisieer en verseker doeltreffende lewensiklusbestuur van infrastruktuur en verseker doeltreffende oorhandiging van voltooide infrastruktuur; en • Bestuur oorhandigings-inspeksies, die samestelling van foutlyste en uitreiking van voltooiingsertifikaat.

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Openbarediensoriëntering					
1. Interpersoonlike verhoudings **Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.**	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Sensitief vir hoe mense en organisasies funksioneer.
2. Dienslewerings-oriëntering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.**	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na e n hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskaps-verwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met die media oor diensleweringsake; en • Het 'n waardering en begrip vir die diens-leweringsimperatief en die eise daarvan op staatsamptenare.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Het 'n begrip en waardering vir die dienslewerings-imperatief en die eise daarvan op staatsamptenare.
3. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste**	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunteoogpunte oor;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is;	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Skakel en/of onderhandel met plaaslike gemeenskappe,

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wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk.	• Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.	belastingbetalers, die munisipale raad, provinsiale en nasionale departemente en strukture, maatskappye in staatsbesit, professionele liggame, vrywillige verenigings, belangegroepe, ontwikkelaars, unies, plaaslike en internasionale befondsers, die pers, ens.
Persoonlik					
1. Aksie- en uitkoms-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.**	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Entoesiasties om nuwe projekte te bestuur; • Aanvaar nuwe uitdagings; • Druk ander om by spertye te bly • Behou en ontwikkel kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke na; • Druk self en motiveer ander vir resultate; • Stel en bereik uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; en • Tree op indien doelwitte/oogmerke nie bereik word nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Jaag projekoogmerke meedoënloos na; • Dryf en motiveer ander; • Bereik uitdagende doelwitte; • Daarop gefokus om dinge beter te doen; • Dryf tyd- en begrotingsparameters om op projekte te lewer; • Behaal resultate deur te verseker dat oogmerke bereik word.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Daarop gefokus om seker te maak dat strategie- en program-/projekuitkomstesbereik word.
2. Volharding	• Aanvaar kritiek oor prestasie gemoedelik	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en	• Openbaar bevoegdhede uit vlak 1 tot 4; en

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Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Beplan en inisieer nuwe maniere om vooruit te gaan.	• Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.
4. Kognitiewe vermoë **Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.**	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.

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			risiko's betrokke by optrede.		
5. Leeroriëntering **Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.**	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bevorder beste praktyk; en • Behoort aan 'n netwerk in die bedryf.
6. Verantwoordingspligtigheid en etiese gedrag **Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.**	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Erken eie foute en swakhede en soek hulp by ander indien self nie kan lewer nie; • Aanvaar verantwoordelikheid vir eie optrede; en • Het geen agenda wanneer sake of mense gehanteer word nie.	• Openbaar bevoegdhede uit vlak 1; • Meld bedrog, korrupsie, nepotisme en wanadministrasie aan; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word; en • Ontwikkel en pas selfregstellende maatreëls toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
Bestuur/leierskap					
1. Impak en invloed **Die vermoë om 'n positiewe gesindheid by**	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; en	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou steun en projekteer gesag en geloofwaardigheid.

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ander te wek en ander doeltreffend te beïnvloed.			aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Gebruik invloed om oogmerke te bereik.	
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente.
3. Rigtingbepaling **Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.**	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
5. Afrigting en mentorskap **Die vermoë om vaardighede, prestasie en potensiaal van**	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur talentaantrekking, integrasie, ontwikkeling

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ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; en • Rig individue af oor sake van etiek en professionele oordeel.	om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel en moedig personeel aan om daaraan te werk om professioneel geregistreer te word.	afrigting van ondergeskiktes en ondergeskikte leiers • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	en behoud deur aktiewe pogings van kennisoordrag en afrigting.

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OMGEWINGSGESONDHEID: BEVOEGDHEIDSRAAMWERK VIR LUGGEHALTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Luggehaltebeampte • Omgewingsgesondheidspraktisyn: Luggehalte • Senior omgewingsgesondheids-praktisyn: Luggehalte	• Funksiehoof: Luggehalte • Senior luggehaltebeampte • Senior omgewingsgesondheids-beampte: Luggehalte • Senior omgewingsgesondheids-praktisyn: Luggehalte	• Adjunkdirekteur: Luggehaltemonitering en onderhoud (plaaslike regering) • Eerste omgewingsgesondheids-beampte: Luggehalte • Streek-luggehaltebeampte	• Direkteur: Luggehaltemonitering en instandhouding (plaaslike regering) • Bestuurder (hoof): Luggehaltebestuur • Bestuurder (hoof): Gespesialiseerde omgewingsgesondheid • Hoof: Omgewingsgesondheid gespesialiseerde dienste
KENNIS EN OMVANG VAN WERK	Kennis van: • Wet op Nasionale Omgewingsbestuur van 1998; • Wet op Nasionale Omgewingsbestuur: Luggehalte Wet 39 van 2004 en toepaslike nasionale, provinsiale en plaaslike regulasies en verordeninge; • Wet op Munisipale Stelsels; • Nasionale Atmosferiese Emissielisensiëringstelsel; en • Nasionale Atmosferiese Emissie-inventarisstelsel. Luggehaltepraktisyns moet die volgende verstaan/begrip hê van: • Die basiese beginsels van openbare en die interdissiplinêre	Kennis, interpretasie en toepassing van: • Wet op Nasionale Omgewingsbestuur van 1998; • Wet op Nasionale Omgewingsbestuur: Luggehalte Wet 39 van 2004 en toepaslike nasionale, provinsiale en plaaslike regulasies en verordeninge; • Wet op Munisipale Finansiële Bestuur (2003); • Wet op Munisipale Stelsels; • Nasionale Raamwerk oor Luggehaltebeheer; • Nasionale Atmosferiese Emissielisensiëringstelsel. • Nasionale Atmosferiese Emissie-inventarisstelsel. • Wet op Gesondheid 63 van 1977; en • Wet op Voorkoming van Lugbesoedeling van 1965.	Kennis, interpretasie en toepassing van: • Wet op Nasionale Omgewingsbestuur van 1998; • Wet op Nasionale Omgewingsbestuur: Luggehalte Wet 39 van 2004 en toepaslike nasionale, provinsiale en plaaslike regulasies en verordeninge; • Wet op Munisipale Finansiële Bestuur (2003) • Wet op Munisipale Stelsels; • Nasionale Raamwerk oor Luggehaltebeheer; • Nasionale Atmosferiese Emissielisensiëringstelsel. • Nasionale Atmosferiese Emissie-inventarisstelsel. • Wet op Gesondheid 63 van 1977; en • Wet op Voorkoming van Lugbesoedeling van 1965.	Kennis, interpretasie en toepassing van: • Wet op Nasionale Omgewingsbestuur van 1998; • Wet op Nasionale Omgewingsbestuur: Luggehalte Wet 39 van 2004 en toepaslike nasionale, provinsiale en plaaslike regulasies en verordeninge; • Wet op Munisipale Finansiële Bestuur (2003); • Wet op Munisipale Stelsels; • Nasionale Raamwerk oor Luggehaltebeheer; • Nasionale Atmosferiese Emissielisensiëringstelsel. • Nasionale Atmosferiese Emissie-inventarisstelsel. • Wet op Gesondheid 63 van 1977; en • Wet op Voorkoming van Lugbesoedeling van 1965.

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	aard van omgewingsbeskerming en omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidbeginsels en -praktyke; • Omgewingsimpakassessering-(OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Vestiging en onderhoud van plaaslike emissie-inventarisse • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word.	Luggehaltepraktisyns moet die volgende verstaan/begrip hê van: • Die basiese beginsels van openbare en die interdissiplinêre aard van omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidbeginsels en -praktyke; • Omgewingsimpakassessering-(OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Vestiging en onderhoud van plaaslike emissie-inventarisse; • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word.	Luggehaltepraktisyns moet die volgende verstaan/begrip hê van: • Die basiese beginsels van openbare en die interdissiplinêre aard van omgewingsbeskerming en omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidbeginsels en -praktyke; • Omgewingsimpakassessering-(OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Toesig oor implementering en onderhoud van emissie-inventarisse; • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word.	Luggehaltepraktisyns moet die volgende verstaan/begrip hê van: • Die basiese beginsels van openbare en die interdissiplinêre aard van omgewingsbeskerming en omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidbeginsels en -praktyke; • Omgewingsimpakassessering-(OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Bestuur van emissie-inventarisse; • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word.
ONDERVINDING	• 2-5 jaar in die verwante veld van luggehaltebestuur/ klimaatsverandering/volhoubare energie en omgewingsgesondheid/bestuur.	• 5-8 jaar in die verwante veld van luggehaltebestuur/ klimaatsverandering/volhoubare energie en omgewingsgesondheid/bestuur met twee (2) jaar op toesighoudende vlak.	• 8 jaar of meer in die verwante veld van luggehaltebestuur/ klimaatsverandering/volhoubare energie en omgewingsgesondheid/bestuur met drie (3) jaar op toesighoudende vlak.	• 8 jaar of meer in die verwante veld van luggehaltebestuur/ klimaatsverandering/volhoubare energie en omgewingsgesondheid/bestuur met vier (4) jaar op toesighoudende vlak.
KWALIFIKASIE	• Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik in omgewingswetenskap/omgewingsgesondheid/omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeamptesertifikaat; • Gesertifiseerde omgewingsbestuurinspekteur;	• Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik 'n BTech: Omgewingswetenskap/ Omgewingsgesondheid/ Omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeamptesertifikaat;	• Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik 'n BTech: Omgewingswetenskap/ Omgewingsgesondheid/ Omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeamptesertifikaat;	• Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik 'n BTech: Omgewingswetenskap/ Omgewingsgesondheid/ Omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeamptesertifikaat;

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	• Geregistreer by 'n toepaslike professionele liggaam; • Kode EB-rybewys; en • Rekenaargeletterdheid MS Office	• Gesertifiseerde omgewingsbestuurinspekteur; • Geregistreer by 'n toepaslike professionele liggaam; • Kode EB-rybewys; en • Rekenaargeletterdheid MS Office	• Gesertifiseerde omgewingsbestuurinspekteur; • Geregistreer by 'n toepaslike professionele liggaam; • Kode EB-rybewys; en • Rekenaargeletterdheid MS Office	• Gesertifiseerde omgewingsbestuurinspekteur; • Geregistreer by 'n toepaslike professionele liggaam; • Kode EB-rybewys; en • Rekenaargeletterdheid MS Office
BEVOEGDHEDE				
BEVOEGD-HEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Organisatoriese bewust-heid **Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van besluite op die gemeenskap en die funksionering van die departement.**	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van toepassing is in die spesifieke funksionele gebied toe; en • Verstaan die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing, regulasies en verordeninge; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures • Dieptekennis van toepaslike munisipale wetgewing, regulasies en verordeninge; en • Diep begrip van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.
2. Projek-bestuur **Vermoë om eie take en ander se take te**	• Bestuur die toegewese take tot die ooreengekome standaarde en hou by spertye; • Gebruik tyd doeltreffend en bly gefokus – word nie maklik afgelei nie;	• Openbaar bevoegdhede uit vlak 1; • Bestuur hulpbronne in funksie om projekoogmerke te bereik; • Stel hoë prestasiestandaarde aan self en ander; • Volg prosedures akkuraat;	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan, organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan, organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met

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beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.	• Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Maak seker dat werk akkuraat en volledig is.	• Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na.	doeltreffende gebruik van tyd en hulpbronne – op funksievlak; • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligtigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	doeltreffende gebruik van tyd en hulpbronne – op funksievlak; • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligtigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.
3. Finansiële bestuur **Dryf optimalisering van finansiële bestuur van die munisipaliteit deur die gebruik van standaardwerk prosedure.**	• Openbaar kennis van algemene konsepte van finansiële beplanning, begrotings en voorspelling en hoe hulle met mekaar verband hou; • Stel eie begroting op ooreenkomstig die strategiese fokus en oogmerke van die organisasie; en • Verstaan die AKB-beleid en proses en pas goeie verkrygingsbestuur toe.	• Openbaar bevoegdhede uit vlak 1, plus; • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel; • Verstaan, ontleed en monitor finansiële verslae; • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou; • Berei finansiële verslae en riglyne voor gegrond op die voorgeskrewe formaat; en • Bring uitgawes in lyn met begrotings en kontantvloeivoorspellings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer, ontleed en stel moontlike oplossings vir sekere probleme voor; • Koördineer betaling aan diensverskaffers en van die gemeenskappe in items van boetes en ander regstellende maatreëls; • Openbaar begrip van die aanbodkettingbestuur van die munisipaliteit; • Maak seker daar is geen vrugtelose en kwistige besteding in die span nie; • Bestuur en monitor finansiële risiko; • Voortdurend op die uitkyk vir nuwe geleenthede om fondse te verkry en te bespaar; • Ontwikkel regstellende maatreëls/optrede om seker te maak	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel begrotingsvereistes vir omgewingsgesondheid; • Magtig en monitor begrotingsbesteding; • Goed vertroud met en pas aanbodkettingbeïnvloedingsbeleid en -beginsels toe; • Goed vertroud met die toepassing van die Wet op Munisipale Finansiële Bestuur; en • Verstaan en evalueer finansiële implikasies van voorstelle.

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			dat begroting in lyn is met finansiële hulpbronne. • Bevorder nakoming van goeie finansiële bestuurstandaarde, beleid en praktyke; en • Identifiseer en reageer op onreëlmatige besteding en ander verliese wat 'n misdaad kan uitmaak.	
4. Beplan-ning en organise-ring **Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take/funksionele resultate van**	• Dra by tot beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel; • Dra by tot die ontwikkeling van die organisasie se jaarlikse werkplanne; en • Organiseer en beplan kwartaalliks en jaarliks.	• Openbaar bevoegdhede uit vlak 1, plus; • Omskep oogmerke in spesifieke planne; • Stel korttermyn- en langertermynsakeplanne en -doelwitte vas en wentel dit af na die werkspan en individuele werk prestasie-oogmerke; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; • Meet vordering en monitor prestasie en resultate; • Konseptualiseer opsies; • Identifiseer en wys hulpbronne toe; • Ontwikkel gebeurlikheidsplanne vir potensiële probleme; en • Help ander om hul werk te beplan en te organiseer.	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klant se behoeftes; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die departement se begroting en MTREF; • Maak gebruik van die hulpbronne van ander eenhede en departemente, gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; en • Ontwikkel scenario's oor projekte.	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente in die munisipaliteit om gewenste resultate te bereik; • Ontwikkel vennootskapsooreenkomste wat seker maak van uitkomstes waar albei kante wen; • Interpreteer GOP en beplanningsinisiatiewe in spesifieke projekvereistes; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die munisipaliteit.

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die werk te bereik.				
		Funksionele bevoegdhede		
1. Strategie-ontwikke-ling en -implemen-tering **Vermoë om langtermyn-beplanning te doen en die verwagte aktiwiteite uit te voer.**	• Implementeer die luggehaltebestuurplan; • Fasiliteer ontwikkeling van veranderingstrategie oor volhoubare energie en klimaatsverandering; • Ontwikkel omgewingsmoniteringstrategieë om lugbesoedeling te versag of te verminder; en • Neem gepaste werksmetodes, -stelsels en -prosesse aan om eenheidsdoelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1, plus; • Ontwikkel die luggehaltebestuurplan; • Bestuur die ontwikkeling van multidissiplinêre en oorvleuelende beleid; • Neem deel aan die implementering van omgewingsbestuuraktiwiteite; • Stel die omgewingsbestuurstelsel se wetlike registers saam en werk dit by; en • Gee insette in die GOP.	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Ontwikkel beleid en strategieë vir luggehaltebestuur; • Gaan luggehaltebestuurplan na en implementeer dit en ander strategieë; en • Bevorder verminderinge van kweekhuisgasse en osoonvernietigende stowwe.	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Maak seker dat die eenheid se doelwitte, struktuur, strategie en werksmetodes goed bymekaar pas (met mekaar verenig kan word); • Neem beperkings en geleenthede in ag wanneer doelwitte gestel word en planne vir die eenheid gemaak word; en • Voorsien strategiese rigting vir luggehaltebestuurprogram.
2. Bestuur van belang-hebbendes **Bestuur die koppelvlak en verhouding met belanghebben-des om bereiking van oogmerke te steun.**	• Handhaaf noue nasionale en internasionale skakeling oor alle sake in verband met luggehalte en neem deel aan plaaslike, nasionale, provinsiale programme en internasionale konferensies; • Luister om vereistes te verstaan sonder om aannames te maak; • Openbaar 'n entoesiastiese, positiewe gesindheid teenoor alle versoeke; • Voorsien tydige, akkurate en persoonlike antwoorde; • Voorsien 'n beleefde en behulpsame eerste kontakpunt vir belanghebbendes; en • Leer uit terugvoer om persoonlike diens aan ander te verbeter.	• Openbaar bevoegdhede uit vlak 1, plus; • Identifiseer toepaslike belanghebbendes vir die program; • Betrek belanghebbendes in die beplanning en implementering van die omgewingsbestuurstelsels; • Probeer vereistes verstaan en versamel ekstra inligting wanneer behoeftes nie duidelik is nie; • Skep 'n positiewe beeld van die munisipaliteit deur doeltreffend met belanghebbendes interaksie te hê; • Lewer 'n tydige en akkurate diens; • Verstaan die verskillende behoeftes van belanghebbendes en pas eie diens aan; • Soek gevolglik en gebruik terugvoer van 'n verskeidenheid bronne om die diens te verbeter; en	• Openbaar bevoegdhede uit vorige vlakke, plus; • Verstaan diverse behoeftes van belanghebbendes en pas dit dienooreenkomstig aan by spanleweringsprodukte; • Spoor spanlede aan om eerste aan klante te dink; • Bestuur verwagtinge van belanghebbendes sodat dit hoog is maar realisties; • Verwyder versperrings tot begrip van die behoeftes van diverse belanghebbendes, insluitende groepe wat moeilik is om te bereik; en • Fokus op eie en span se pogings op te lewer op gehalte en verbintenis.	• Openbaar bevoegdhede uit vorige vlakke, plus; • Pas oogmerke aan om aandag te gee; • belanghebbendes se behoeftes en versoeke; • Bou die munisipaliteit se reputasie as 'n organisasie wat daartoe verbind is om voortreflike diens te lewer; • Bestuur verwagtinge van belanghebbendes en kliënte van die munisipaliteit deur veranderende prioriteite vooruit te sien en te beïnvloed; • Bou 'n kultuur wat Batho Pele-beginsels aanmoedig; en • Bou die selfvertroue van personeel, belanghebbendes deur te verseker

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		• Reageer generies op behoeftes van belanghebbendes, ongeag verskillende behoeftes van belanghebbendes.		dat die munisipaliteit werk van goeie gehalte lewer.
3. Luggehal-tebestuur **Die vermoë om wetgewings-vereistes en nakomings-aangeleenthede te bestuur ten opsigte van luggehalte.**	• Gee aandag aan swakhede in die luggehaltebeheerstelsel; • Assesseer atmosferiese emissielisensie- en permitaansoeke; • Stel atmosferiese emissie-inventaris saam en onderhou dit, wat gelisensieerde en toegelate fasiliteite insluit; • Ondersoek en reageer op klagtes en stel verslae saam; • Stel 'n databasis van luggehalteklagtes saam en hou dit in stand; en • Ondersoek noodvoorvalle soos gedefinieer in NEMA.	• Openbaar bevoegdhede uit vlak 1, plus; • Voorsien steun aan munisipale departemente oor verbetering van luggehalte; • Gee gehalteversekering van atmosferiese emissielisensie- en permitaansoeke; • Ontwikkel die klagtebestuurstelsel; en • Koördineer ondersoeke van noodvoorvalle (NEMA).	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Ontwikkel en hou 'n omvattende emissie-inventaris vir die munisipaliteit in stand; • Beveel atmosferiese emissielisensie- en permitaansoeke aan; • Hou toesig oor die ondersoek en oplossing van klanteklagtes; • Ontwerp en ontwikkel volhoubare inkomstestrome vir luggehaltelisensies en bestuur inkomste; en • Beveel goedkeuring van afgehandelde noodondersoeke aan.	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Keur atmosferiese emissielisensie- en permitaansoeke goed; • Verseker oplossing van komplekse kliënte- of klanteklagtes; • Bestuur en monitor die klagtebestuursproses en -stelsel; • Monitor en evalueer volhoubare inkomstestrome vir luggehaltelisensies; en • Goedkeuring van noodvoorvalondersoeke.
4. Navorsing **Vermoë om toepaslike inligting uit verskillende bronne na te gaan en te bestudeer om nuwe inligting te ontwikkel.**	• Verkry inligting oor alle aspekte van luggehalte; en • Interpreteer luggehaltedata.	• Openbaar bevoegdhede uit vlak 1, plus; • Bestuur die omgewingstendensontledings-proses; en • Dra navorsingsbevindinge aan die span oor.	• Openbaar bevoegdhede uit vorige vlakke, plus; • Doen navorsing oor toepaslike wetgewende instrumente en huidige stand van sake; en • Artikuleer die navorsingsbevindinge aan span en belanghebbendes.	• Openbaar bevoegdhede uit vorige vlakke; en • Pas beste praktyke toe om luggehalte vir die munisipaliteit te verbeter.
5. Nakoming en toepassing **Die vermoë om prosesse te**	• Onderneem nakoming en toepassingsondersoeke ingevolge a31 van NEMA; • Stel nakomingskennisgewings op; • Bedien statutêre kennisgewings en aankondigings om spesifieke	• Openbaar bevoegdhede uit vlak 1, plus; • Stel luggehaltestandaarde saam; • Stel luggehalteverordeninge saam; • Ondersoek luggehaltestandaardoorheersing;	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Ontwikkel jaarlikse implementeringsplan vir die nakoming en toepassingstrategie;	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Ontwikkel nakomings- en toepassingstrategie om nakoming van Wet op Luggehalte en regulasies te verseker;

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volg, ondersoeke af te handel en nakomings-kennisgewings en dokumentasie voort te bring om toepassing van toepaslike wetgewing te verseker.	opeenvolgings reg te stel om nakoming te bewerkstellig; • Monitor nakoming van bediende opdragte deur geskeduleerde of ad hoc-inspeksies; en • Stel verdere of dringende maatreëls in soos beëindiging van aktiwiteite, sluiting van persele en oplegging van boetes en/of ander regstappe.	• Onderneem terreinbesoeke by nywerhede wat om permitte aansoek doen; en • Monitor vlak van nakoming van omringende luggehalte.	• Hou toesig oor die implementering van die plan; • Ondersoek kennisgewings vir wetlike nakoming en beveel goedkeuring aan; • Ontwikkel en implementeer interne en eksterne luggehaltenakomingsmoniteringstrategieë; • Pas die implementering van luggehalteverordeninge toe; • Hou nakomingsoudits om luggehaltenakomingsmonitering van die munisipaliteit se fasiliteite te verseker; • Koördineer luggehaltemoniteringsaktiwiteite; en • Hou ondersoeke en doen opvolg oor klagtes oor luggehalte en omringende geraas.	• Goedkeuring van nakomings en toepassingskennisgewings; en • Monitors implementering en nakoming en toepassingstrategie.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interper-soonlike verhou-dings **Die vermoë om produktiewe verhoudings met ander binne en buite stad te vestig en te onderhou.**	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1, plus; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.

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2. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.**	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word.	• Openbaar bevoegdhede uit vlak 1, plus; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit; en • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan; en • Dra hoërisiko-, sensitiewe sake aan alle toepaslike belanghebbendes oor.	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Ontwikkel 'n goed gedefinieerde kommunikasiestrategie; • Balanseer politieke oogpunte met organisatoriese behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; • Stuur onderhandelinge oor komplekse sake en bereik 'n situasie waar albei kante wen; • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe uit in formele sowel as informele situasies; • Bemark en bevorder die munisipaliteit aan eksterne belanghebbendes; • Kommunikeer met die media sonder om die integriteit van die munisipaliteit prys te gee; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Vermoë om situasies en belangeposisies te lees en om op gepaste wyse te reageer; • Gebruik taal en styl om die aandag van die gehoor te boei; • Word gevra om onderhandelinge te lei en die munisipaliteit te verteenwoordig; en • Koördineer onderhandelinge op verskillende vlakke in die munisipaliteit en ekstern.
3. Dienslewe-ringsoriën-tering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale**	• Is verbonde tot voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Vestig 'n samewerkende verhouding met die gemeenskap.	• Openbaar bevoegdhede uit vlak 1, plus; • Vors behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; • Integreer prosesse, beleid en strukture in die organisasie om groter doeltreffendheid en effektiwiteit te bereik; • Monitor diensverskaffers om seker te maak dat dienslewering aan die	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Identifiseer die behoefte vir artikel 78-ondersoeke ingevolge die Wet op Munisipale Stelsels (assesseer voortdurend die doeltreffendheid van dienslewerings-modelle); • Identifiseer innoverende dienslewerings-opsies vir die munisipaliteit; • Maak seker dienslewerings-meganismes is innoverend en kom die Wet op Munisipale Stelsels en die Wet op

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prosesse om munisipale doelwitte te bereik.			uiteengesette standaarde in die SLA's voldoen en hulle inspireer om diensstandaarde te verbeter; en • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei.	Munisipale Finansiële Bestuur ten volle na; en • Konsulteer en gebruik internasionale beste praktyke oor dienslewerings innovering.
4. Klantoriëntering en klante-fokus **Verstaan die diensbehoeftes van kliënte/klante (intern en ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.**	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1, plus; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.	• Openbaar bevoegdhede uit vlak 1 tot 3, plus; • Definieer 'n kliëntediensvisie en hoe dit strategies in die organisasie inpas; • Artikuleer 'n stad se visie wat kliëntgerigte werksmag steun duidelik; en • Bring die organisatoriese struktuur in lyn met bestuursprosesse om die kliëntevisie te steun.
Persoonlike bevoegdhede				
1. Onderhandelingsvermoëns **Oorreed ander, bou konsensus deur gee en neem; verkry samewerking**	• Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite; • Gebruik logika en redeneringsvermoë om ander te oorreed en te beïnvloed; en • Bied oortuigende/oorredende redenasies aan.	• Openbaar bevoegdhede uit vlak 1, plus; • Hanteer besware deur probleme te erken en alternatiewe voor te stel; • Betrek mense met positiewe gesindhede om verbintenis van ander te kry; • Stel duidelike onderhandelingsmikpunte en uitkomste;	• Openbaar bevoegdhede uit vlak 1 en 2, plus; • Identifiseer belangrike spelers in 'n situasie; • Kry algemene instemming by alle vlakke; • Ontwikkel logiese argumente, oortuig alle betrokkenes van die voordele;	• Openbaar bevoegdhede uit vlak 1 tot 3; plus; • Assesseer die reaksie van kernspelers en pas redenasies dienooreenkomstig aan; • Skep 'n visie van die toekoms waarmee ander kan saamstem en wat hulle aantreklik vind; • Onderhandel oor suksesvolle uitkomstes met belanghebbendes,

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van ander om inligting te verkry en doelwitte te bereik.		• Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is.	• Fokus op belangrike elemente van komplekse sake om ander van die beskouing te oortuig; en • Pas redenasies aan om die punte in te sluit wat die meeste invloed sal hê op die ander betrokkenes.	verkry hul steun om organisatoriese oogmerke te bereik; • Identifiseer die werklike magsbasis in ander organisasies as 'n uitgangspunt vir onderhandeling; en • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.
2. Aksie- en uitkomste-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.**	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd;	• Openbaar bevoegdhede uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die bereiking van doelwitte en oogmerke.
3. Volharding **Die vermoë om konstruktief op**	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde;	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat

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druk/ spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	terugslae of mislukkings kan veroorsaak.
4. Gereed-heid vir verande-ring **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
5. Kognitie-we vermoë	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; • Werk in 'n redelik gestruktureerde omgewing; • Onderskei tussen kritieke en nietersaaklike inligting; en • Maak inligting bymekaar uit 'n verskeidenheid bronne om tot 'n gevolgtrekking te kom.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; • Ontwikkel nuwe maniere om probleme op te los; • Identifiseer kritieke verbindings en patrone in inligting/data; • Ontleed verbale en numeriese data deeglik;	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Oorweeg alternatiewe; • Ontwikkel konseptuele raamwerke wat ontleding rig; en

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		• Herken oorsake en gevolge van aksies en voorvalle wat nie duidelik sigbaar is nie; en • Verwag en dink vooruit oor volgende stappe.	• Raak onafhanklik betrokke by take wat interpretasie van komplekse en dikwels onduidelike stelle inligting verg; • Identifiseer leemtes in inligting en maak aannames om met ontleding voort te gaan en/of op te tree; • Soek 'n breë verskeidenheid van bronne van inligting; • Word uitgesoek deur ander vir raad en oplossings oor hoe om inligting op die beste manier te interpreteer en te gebruik; en • Onderskei die vlak van druk of invloed om op elke aspek van die ontleding toe te pas in verhouding met die breër konteks.	• Kom tot goeie gevolgtrekkings gebaseer op mengsel van ontleding en ondervinding.
6. Leeroriën-tering **Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.**	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
Bestuurs-/leierskapsbevoegdhede				
1. Impak en invloed **Die vermoë om 'n positiewe gesindheid by**	• Het positiewe impak en dra beeld van selfversekerde professioneel oor; • Dwing respek by eweknieë en ondergeskiktes af; en	• Openbaar bevoegdhede uit vorige vlak, plus; • Motiveer ondergeskiktes om take en missies uit te voer;	• Openbaar bevoegdhede uit vorige vlakke, plus; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om	• Openbaar bevoegdhede uit vorige vlakke, plus; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid;

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ander te wek en ander doeltreffend te beïnvloed.	• Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Word gevra om konflik en verskille op te los.	• Bied hom- of haarself goed aan in verskillende omstandighede – aan die publiek, media of personeel; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; • Gebruik 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Oorreed politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer.
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliterings-tegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidissiplinêre span werk; • Deel inligting en werk maklik met ander; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vorige vlak, plus; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en produktiwiteit te bevorder; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander organisasies/departemente en kan in 'n mededingende omgewing werk.	• Openbaar bevoegdhede uit vorige vlakke, plus; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; en • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente.	• Openbaar bevoegdhede uit vorige vlakke, plus; • Soek 'n geïntegreerde benadering tot dienslewering in ander munisipale funksies; en • Probeer sinergieë benut wat moontlik met ander direktorate bestaan.
3. Afrigting en mentorskap	• Deel kennis en inligting met eweknieë en spanlede; • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde;	• Openbaar bevoegdhede uit vorige vlak, plus; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings	• Openbaar bevoegdhede uit vorige vlakke, plus; • Mentor deur voldoende tyd en inspanning te wy aan berading en	• Openbaar bevoegdhede uit vorige vlakke, plus; • Formuleer en implementeer gepaste beleid om personeelontwikkeling te steun;

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Die vermoë om vaardighede, prestasie en potensiaal van spanlede te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; en • Balanseer die organisasie se take en doelwitte met ondergeskiktes se persoonlike en professionele behoeftes.	in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	afrigting van ondergeskiktes en ondergeskikte leiers; • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; en • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf.	• Maak seker dat opleidingsbeleid die strategie steun en dryf die gewenste gedrag aan; en • Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van bestuurders pas.
4. Rigting-bepaling **Bepaal en gee uitdrukking aan die visie, bepaal rigting vir die organisasie en/of eenheid en inspireer ander om die organisatoriese mandaat uit te voer.**	• Gee leiding aan die span om die organisasie se strategiese oogmerke te bereik; • Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor.	• Openbaar bevoegdhede uit vorige vlak, plus; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Motiveer en rig projekspanne af om die hoogste projekresultate te bereik; • Soek wedersydse voordeel/uitkomstes waar albei kante wen vir alle betrokkenes; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Kom statutêre vereistes na en pas beleid konsekwent toe.	• Openbaar bevoegdhede uit vorige vlakke, plus; • Gee raad en leiding oor beleid; • Tree beslis op na assessering van take; • Lei en koördineer die omsetting van beleid in aksieplanne en konseptualiseer die langtermynuitwerking van die gewenste uitkomstes van die projek; • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke; • Monitor die bestuur van etlike projekte en balanseer prioriteite en botsings tussen projekte gegrond op breër organisatoriese doelwitte; • Monitor die bestuur van risiko's in etlike projekte deur totale hulpbronvereistes te ondersoek en impak van projekte op daaglikse aktiwiteite te assesseer; en	• Openbaar bevoegdhede uit vorige vlakke, plus; • Begryp en artikuleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om doelwitte te bereik; • Dink baie progressief en bring innovering voort en het die vermoë om idees op nuwe maniere te koppel; • Voorsien leierskap oor beleidsverwante sake; • Betrek top- politieke gesag en ander toepaslike belanghebbendes in die inkoopproses; en • Inisieer projekte wat tot die bereiking van langtermyn- strategiese oogmerke van die organisasie lei.

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			• Monitor beleidsimplementering en stel prosedures in om risiko's te bestuur.	

OMGEWINGSGESONDHEID

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistent-omgewingsgesondheids-praktisyn:	• Omgewingsgesondheids-praktisyn	• Operasionele bestuurder omgewingsgesondheid • Eerste omgewingsgesondheids-deskundige • Senior omgewingsgesondheids-praktisyn	• Bestuurder: Omgewingsgesondheid • Hoof: Omgewingsgesondheid
KENNIS EN OMVANG VAN WERK	• Plaaslike omgewingsgesondheids-verordeninge; • Praktiese en basiese wetgewende vereistes om 'n plaagbeheerfunksie te implementeer indien hierdie diens deur 'n plaaslike owerheid gelewer word; • Basiese kennis van gesondheidsonderwys-beginsels; en • Basiese kennis van aansteeklike siektes.	• Alle toepaslike omgewingsgesondheid-wetgewing (nasionaal, provinsiaal) insluitende interpretasie en toepassing daarvan; • Volledige kennis van aansteeklike siektes, insluitende tekens, simptome en hoe aansteeklike siektes wat met omgewingsgesondheid verband hou in gemeenskappe versprei kan word; • Teorieë en beginsels vir gesondheidsbevordering;	• Gespesialiseerde kennis van alle toepaslike omgewingsgesondheidwetgewing (nasionaal, provinsiaal) insluitende interpretasie en toepassing daarvan; • Alle verwante arbeidswetgewing, indiensnemingsverwante wetgewing en die grondwet; • Volledige kennis van aansteeklike siektes, insluitende tekens, simptome en hoe aansteeklike siektes wat met omgewingsgesondheid verband hou in gemeenskappe versprei word; • Voedselhigiënebeheer- en ouditeringstelsels soos HACCAP; en	• Gespesialiseerde kennis van alle toepaslike omgewingsgesondheid-wetgewing (nasionaal, provinsiaal) insluitende interpretasie en toepassing daarvan; • Alle verwante arbeidswetgewing, indiensnemingsverwante wetgewing en die grondwet; • Volledige kennis van aansteeklike siektes, insluitende tekens, simptome en hoe aansteeklike siektes wat met omgewingsgesondheid

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		• Projekbestuurbeginsels; • Voedselhigiënebeheer- en ouditeringstelsels soos HACCAP; en • Interpretasie van laboratoriumresultate wat tot kos- en watermonsters lei.	• Interpretasie van laboratoriumresultate wat tot kos- en watermonsters lei.	verband hou in gemeenskappe versprei word; • Voedselhigiënebeheer- en ouditeringstelsels soos HACCAP; • Het ondervinding in interpretasie van laboratoriumresultate wat tot voedsel- en watermonsters lei; en • Ontwikkeling van omgewingsgesondheidbeleid en verordeningwetgewing;
ONDERVINDING	• 0-2 jaar toepaslike ondervinding nodig	• 2-5 jaar toepaslike ondervinding nodig • Wetlike vereistes: 1 jaar minimum gemeenskapsdiens voltooi	• Tussen 5-8 jaar toepaslike ondervinding nodig • Minimum 2-3 jaar ondervinding as toesighouer	• 8 jaar of meer toepaslike ondervinding nodig • Minimum van 3 jaar bestuursondervinding
KWALIFIKASIE	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of BTech-graad in omgewingsgesondheid; • Registrasie by die Suid-Afrikaanse Raad vir Gesondheidsberoepe as 'n assistent-omgewingsgesondheids-praktisyn;	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of BTech-graad in omgewingsgesondheid; • Registrasie as 'n omgewingsgesondheidspraktisyn by die Suid-Afrikaanse Raad vir Gesondheidsberoepe vir onafhanklike praktyk;	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BTech-graad in omgewingsgesondheid; • Registrasie as 'n omgewingsgesondheidspraktisyn by die Suid-Afrikaanse Raad vir Gesondheidsberoepe vir onafhanklike praktyk; • Vredesbeampte: Registrasie by Departement van Landbou indien van toepassing;	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BTech-graad in omgewingsgesondheid; • Registrasie as 'n omgewingsgesondheids-praktisyn by die Suid-Afrikaanse Raad vir Gesondheidsberoepe vir onafhanklike praktyk;

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	• Plaagbeheer: Registrasie by Departement van Landbou indien funksie deur 'n plaaslike owerheid uitgevoer word; • Rybewys: EB; en • Rekenaargeletterdheid: MS Office.	• Vredesbeampte: Registrasie by Departement van Landbou indien van toepassing; • Rybewys: EB; en • Rekenaargeletterdheid: MS Office.	• Rybewys: EB; en • Rekenaargeletterdheid: MS Office.	• Vredesbeampte: Registrasie by Departement van Landbou indien van toepassing; • Rybewys: EB; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Gebruik doeltreffende kommunikasievaardighede insluitende skriftelike, verbale, nieverbale en luistervaardighede; • Gebruik kultureel gepaste kommunikasiemetodes en -tegnieke vir spesifieke groepe en situasies; en • Doen voorleggings oor gesondheidsbevorderings-programme vir verskillende belanghebbendes.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie en die publiek en kommunikeer doeltreffend met alle vlakke; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Deel werkinstruksies met spanlede; • Skryf maandelikse verslae, programmeer planne en programmeer bywerkingsverslae; • Dra kernboodskappe aan spanlede oor vir verspreiding aan individue, groepe en gemeenskappe; • Fasiliteer vergaderings; • Pas interpersoonlike vaardighede toe; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Konsolideer kwartaallikse en jaarverslae; • Dra nuwe rigting aan die span oor; • Ontwikkel kernboodskappe wat deur die span oorgedra moet word; • Tree op as 'n skakelpersoon vir omgewingsgesondheid in 'n spesifieke geografiese gebied wat deur omgewingsgesondheidspraktisyns onder toesig bedien word; • Debatteer oor gesondheidsverwante sake deur getuienisgebaseerde redenasies te gebruik; en • Dra hoërisiko-, sensitiewe sake aan alle toepaslike belanghebbendes oor.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Tree as 'n skakelpersoon vir omgewingsgesondheid op in die plaaslike owerheid; • Ontwikkel 'n kommunikasiestrategie; • Balanseer politieke oogpunte met organisasiebehoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; en • Bemark en bevorder die munisipaliteit aan eksterne belanghebbendes.

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		• Gebruik interpersoonlike kommunikasie en groepwerkvaardighede om individue, groepe, gemeenskappe en organisasies te fasiliteer om gesondheid te verbeter en gesondheidsongelykhede te verminder.		
2. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike munisipale standaarde te verseker.	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei; en • Hersien dokumente akkuraat en redigeer dokumente wat geskep is.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat geskep is.
3. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie.	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2. • Beplan take maandeliks; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue.	• Openbaar bevoegdhede uit vlak 1 tot 3. • Beplan take vir self en ander maandeliks en jaarliks; • Berei gedelegeerde planne vir ander weekliks, maandeliks en jaarliks voor; • Beplan vir die langer termyn (1 tot 5 jaar) en konsolideer insette; • Identifiseer en reageer op geleenthede met ander departemente in die munisipaliteit om gewenste resultate te bereik; • Ontwikkel vennootskapsooreenkomste wat uitkomstes waar albei

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				kante wen vir alle partye verseker; en • Interpreteer GOP en beplanningsinisiatiewe in spesifieke projekvereistes.
4. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.	• Werk binne gestruktureerde parameters en riglyne, insluitende wetgewing en regulasies wanneer probleme opgelos word; en • Weet wanneer om probleme na meerdere te verwys om opgelos te word.	• Openbaar bevoegdhede van vlak 1; • Werk binne gestruktureerde parameters en riglyne, insluitende wetgewing en regulasies wanneer probleme opgelos word; • Ken die konteks en weet wanneer om 'n probleem na meerdere te verwys om opgelos te word; en • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Werk binne minder gestruktureerde maar tog gedefinieerde parameters en riglyne, insluitende wetgewing en regulasies wanneer probleme opgelos word; • Ontleed die konteks en impak voor probleme na meerdere verwys word om opgelos te word; en • Is oplossingsgedrewe.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Weet wanneer om professionele goeddunke en onafhanklike besluitneming te gebruik; en • Stel oplossings saam gegrond op konteks en impak van probleme wat ontleed is.
5. Evaluasie en navorsing Gebruik van gepaste evaluasie- en navorsingsmetodes in samewerking met belanghebbendes om die uitkomste, impak en doeltreffendheid van omgewingsgesondheidaksie te bepaal.	• Identifiseer en gebruik gepaste omgewingsgesondheid- en evaluasieinstrumente; • Integreer evaluasie in die beplanning en implementering van alle gesondheidsbevorderings-aksies; en • Gebruik evaluasiebevindings om omgewingsgesondheid-bedrywighede te verfyn en te verbeter.	• Openbaar bevoegdhede uit vlak 1; • Interpreteer navorsingsbevindinge vir die span. • Fasiliteer die evaluasieproses; • Gebruik navorsing en getuienisgebaseerde strategieë om praktyk te beïnvloed; en • Dra by tot die ontwikkelings en verspreiding van gesondheidsbevorderingsevaluasie- en -navorsingsprosesse.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontleed navorsingsbevindinge en doen aanbevelings vir verbetering; • Doen tendensontleding om nuwe strategie ë te beïnvloed; en • Artikuleer die navorsingsbevindinge aan span en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Verseker implementering van nuwe strategieë gegrond op navorsingsuitkomste.
6. Inligtingsbestuur Openbaar 'n vermoë om inligting wat betrekking het	• Spoor inligting op en verpak die inhoud soos vereis; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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op omgewingsgesondheid te versamel, te hersien en te ontleed, tendense te identifiseer en daaroor verslag te doen aan alle belanghebbendes.	• Lê data akkuraat vas, kontroleer vir akkuraatheid.	• Vermoë om basiese data-ontleding te doen. • Gaan data na en bied geïdentifiseerde tendense vir bestuur aan; en • Bewaar toepaslike inligting en inligtingsbronne vir toekomstige gebruik en bestuur.	• Fasiliteer die versameling, samestelling en ontleding van omgewingsgesondheidinligting; • Bedink en maak seker dat die behoorlike registers toepaslik vir omgewingsgesondheidsdienste gehou word; • Maak seker dat bewaring, vertroulikheid en behoorlike hantering van inligting ooreenkomstig wetgewing is; en • Stel maandelikse, kwartaallikse en jaarlikse verslae saam en ondersoek dit.	• Ontwikkel en bestuur 'n omgewingsgesondheids-inligtingstelsel; • Gebruik die inligting wat voortgebring word om prestasie teen teikens en doelwitte te meet; en • Gebruik die inligting wat voortgebring word om strategieë vir verbetering te ontwikkel.
Funksionele bevoegdhede				
1. Ontledingsvaardighede Vermoë om patrone te identifiseer in situasies wat ooglopend onverwant is, en kern- of onderliggende sake in komplekse situasies te identifiseer.	• Onderskei tussen kritieke en ontoepaslike inligting onder leiding van die omgewingsgesondheids-praktisyn.	• Openbaar bevoegdhede uit vlak 1; • Het 'n duidelike begrip van die verskil tussen kritieke en ontoepaslike inligting; • Maak inligting bymekaar uit 'n verskeidenheid bronne om tot 'n slotsom te kom; en • Herken oorsake en gevolge van aksies en voorvalle wat nie duidelik is nie.	• Openbaar bevoegdhede uit vlak 2; • Identifiseer kritieke verbindings en patrone in inligting/data; • Ontleed verbale en numeriese data deeglik; • Verwag en dink vooruit oor volgende stappe; • Raak onafhanklik betrokke by take wat interpretasie van komplekse stelle inligting verg; • Identifiseer leemtes in inligting en toets aannames om met ontleding voort te gaan en/of op te tree; en • Onderskei vlak van druk of invloed om op elke aspek van die ontleding toe te pas in verhouding met die breër konteks.	• Openbaar bevoegdhede in vlak 2 tot 3; • Ontwikkel konseptuele raamwerke wat ontleding rig; en • Kom tot goeie gevolgtrekkings gegrond op 'n mengsel van ontleding en ondervinding.
2. Aanbeveling/onderhandeling	• Steun en identifiseer geleenthede om nakoming	• Openbaar bevoegdhede uit vlak 1; • Inisieer en koördineer gemeenskapsbetrokkenheid;	• Openbaar bevoegdhede uit vlak 1 en 2; • Beveel die insluiting van gesondheidsbevorderingsfokusareas	• Openbaar bevoegdhede uit vlak 1 tot 3; • Voorsien konseptuele leierskap vir die departement

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Vermoë om munisipale gesondheidsdienste te bevorder.	van omgewingsgesondheid-standaarde aan te beveel; en • Onderhou 'n funksionerende netwerk van kontakte met 'n verskeidenheid belanghebbendes om 'n beter vlak van omgewingsgesondheid in 'n gemeenskap te bevorder.	• Skep doeltreffende omgewingsgesondheid-strategieë; • Dra by tot die uitbreiding van aanbevelingstrategieë deur gehore en reaksies op kommunikasiemiddele te identifiseer en te prioritiseer; en • Gebruik die geleentheid om materiaal vir omgewingsgesondheidswerk na vore te bring en te versprei.	in die agenda vir openbare beleid aan; • Maak gebruik van multidissiplinêre kundigheid om die vorm van beleid en programme te beïnvloed; en • Doen ontleding van politieke situasies en scenario's en dra by tot die formulering van institusionele beleid en strategie.	se aanbevelingsinisiatiewe en bevorder strategieë in die munisipaliteit; • Bring sigbaarheid tot en maak besluitnemers sensitief vir toepaslike ontluikende sake; • Bou konsensus oor die organisasie se strategiese agenda met vennote by gesamentlike inisiatiewe; • Openbaar politieke/ kultuurvernuf om tegnies gegronde, feitgebaseerde benaderings/oplossings voor te stel; • Voer dialoog met nasionale eweknieë en ander belanghebbendes om omgewingsgesondheidpogings te versterk, met insluiting van lands-, streeks- en globale perspektiewe; • Ontwikkel interne organisatoriese beleid deur strategiese benaderings tot omgewingsgesondheid te bevorder; en • Word gevra om onderhandelinge te lei en die munisipaliteit te verteenwoordig in omgewingsgesondheids-verwante sake;

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3. Watermonitering Monitor drinkbare en onspanningswatergehalte.	• Versamel watermonsters vir laboratoriumontleding; • Voer ons veldtoetse vir watervoorraad uit; • Doen inspeksies van gemeenskapswatervoorraad; en • Voer opnames uit.	• Openbaar bevoegdhede uit vlak 1; • Monitor watergehalte en -beskikbaarheid; • Pas wette en regulasies toe wat met gehaltebestuur verband hou; • Beteken statutêre kennisgewings en aankondigings om spesifieke opeenvolgings reg te stel om nakoming te bewerkstellig; • Monitor nakoming van bediende opdragte deur geskeduleerde of ad hoc-inspeksies; • Stel verdere of dringende maatreëls in soos beëindiging van aktiwiteite, sluiting van waterbronne en oplegging van boetes of ander regstappe; • Verseker veilige water en toeganklikheid met betrekking tot watergebruik vir ontspanning, nywerheid, voedselproduksie of enige ander mensegebruik; • Bevorder toegang tot water vir alle gemeenskappe deur insette te lewer tot die beplanning, ontwerp en bestuur van watertoevoerstelsel; • Verseker monitering van doeltreffende afvalwaterbehandeling en waterbesoedelingbeheer insluitende die versameling,	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel nakomingstrategieë; • Doen nakomingsoudits; en • Koördineer watergehaltemoniteringsaktiwiteite.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur openbare kennisgewingveldtogte oor potensiële onveilige watertoevoer; en • Monitor, evalueer en doen verslag oor nakoming van drinkbare en onspanningswatergehalte.

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		behandeling en veilige wegdoening van riool en ander watergedrae afval; • Voltooi waarneming van die gehalte van oppervlak-, grond-, seewater; en • Beveel behoorlike en veilige watergebruik en afvalwaterwegdoening aan.		
4. Voedselbeheer Verseker dat voedsel veilig is vir menslike verbruik.	• Voorsien basiese gesondheidsopvoedings-programme aan bv. voedselhanteerders; • Voer opnames uit oor informele voedselhandel; en • Verstaan die proses vir behoorlike wegdoening van onveilige voedsel.	• Openbaar bevoegdhede uit vlak 1; • Verseker voedselveiligheid ten opsigte van aanvaarbare mikrobiologiese en chemiese voedselstandaarde; • Inspekteer voedselproduksie, -verspreiding en verbruiksareas; • Bedien statutêre kennisgewings en aankondigings om spesifieke opeenvolgings reg te stel om nakoming te bewerkstellig; • Monitor nakoming van bediende opdragte deur geskeduleerde of ad hoc-inspeksies; • Stel verdere of dringende maatreëls in soos beëindiging van aktiwiteite, sluiting van waterbronne en oplegging van boetes of ander regstappe; • Monitor informele voedselhandel; • Pas nasionale voedselwetgewing en plaaslike skaal;	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat alle voedselhanteringspersele geïnspekteer, gelisensieer, gesertifiseer word en in nakoming is; • Koördineer die monitering van voedselpersele insluitende voedselproduksie, -voorbereiding, -vervoer en -monsterneming; • Maak seker dat aansoeke van voedsel wat vir uitvoer bedoel is, lisensiëring en sertifisering verwerk word; • Koördineer aksies wat met gevalle van voedselvergiftiging verband hou; • Ontwikkel nakomingstrategieë vir voedselveiligheid; • Doen nakomingsoudits; en • Koördineer voedselveiligheidsnakomings-moniteringsaktiwiteite.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel, monitor bestuur voedselbeheer; • Ontwikkel, monitor en bestuur voedselbeheerprogramme in die munisipaliteit; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliënte- of klanteprobleme op.

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		• Pas voedselgehalte-moniteringsprogramme en -beginsels toe; • Bevorder veilige vleis en vleisprodukte; • Bevorder veilige hantering van melk en melkprodukte; • Reik nakomingsertifikate uit aan nakomende voedselhanteringspersele; en • Verseker aanhouding, inbeslagneming en afkeuring van ongesonde voedsel.		
5. Afvalbestuur Monitor die gesondheidsuitwerkings van vermorsing.	• Betrokkenheid by basiese gesondheidsprogramme ten opsigte van afvalbestuur.	• Openbaar bevoegdhede uit vlak 1; • Verseker behoorlike afvalberging, -versameling, -vervoer, -oordragproses-sering, -materiaalherwinning, finale wegdoening van afval; • Verseker behoorlike bestuur van vloeibare afval insluitende riool en nywerheidsafloopwater; • Verseker die behoorlike bewaring, behandeling, versameling, vervoer, hantering en wegdoening van mediese en gevaarlike afval; • Ondersoek en inspekteer enige aktiwiteit wat verband hou met die afvalstroom of enige produk wat as gevolg daarvan ontstaan; • Verseker veilige gebruik van behandelde rioolslyk en verseker dat herwonne afval veilig is vir gesondheid;	• Openbaar bevoegdhede uit vlak 1 en 2; • Verseker die monitering van afvaldienste, stortingsterreine, oordragstasies, herwinningsaanlegte, ens.; • Verseker die monitering en registrasie van skeppers en wegdoeners van mediese afval; • Ontwikkel nakomingstrategieë; • Doen nakomingsoudits; en • Koördineer afvalnakomingsmoniteringsaktiwiteite.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan, ontwikkel, monitor en doen verslag oor afvalbestuuraktiwiteite van 'n omgewingsgesondheids-verwante aspek; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliënte- of klanteprobleme op.

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		• Bedien statutêre kennisgewings en aankondigings om spesifieke opeenvolgings reg te stel om nakoming te bewerkstellig; • Monitor nakoming van bediende opdragte deur geskeduleerde of ad hoc-inspeksies; • Stel verdere of dringende maatreëls in soos beëindiging van aktiwiteite, sluiting van waterbronne en oplegging van boetes of ander regstappe; en • Verseker afvalbestuur, insluitende ouditering en afvalbestuurstelsels en nakoming van die oorkoepelende benadering.		
6. Gesondheidsondersoek van perseel Monitor toestande by persele wat 'n uitwerking kan hê op die gesondheidstatus van mense wat daarvan gebruik maak (bv. versorgingsplekke vir kinders, ouetehuise, verblyfinstansies, ens.) en instelling van regstellende optrede ingevolge wetgewing indien nodig.	• Steun die omgewingsgesondheids-praktisyn met omgewingsgesondheid-impakassesserings.	• Openbaar bevoegdhede uit vlak 1; • Doen omgewingsgesondheidimpak-assesserings wat persele vir onbevredigende gesondheidstoestande assesseer; • Monitor alle strukture wat vir residensiële, openbare of institusionele gebruik vir omgewingsgesondheids-doeleindes gebruik word; • Verseker die voorkoming en vermindering van enige toestand op enige perseel wat waarskynlik 'n gesondheidsgevaar sal inhou;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Monitor en bevestig inspeksies van geïnspekteerde persele.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel, monitor en bestuur gesondheidwaarneming van persele-programme; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliënte- of klanteprobleme op.

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		• Reik nakomingsertifikate uit soos vereis.		
7. Bestuur van aansteeklike siektes (behalwe immuniserings) Waarneming en voorkoming van aansteeklike siektes.	• Voer ondersoeke en opvolg uit oor gevalle van aansteeklike siektes; • Identifiseer en verwys kontakte en verdagte TB-gevalle na klinieke; • Volg op by afwesige pasiënte by klinieke, hospitale en gemeenskapsgesondheidsentrums; en • Versamel laboratoriummonsters van gevalle en kontakte van aanmeldbare siektes.	• Openbaar bevoegdhede uit vlak 1; • Bevorder gesondheids- en higiënemikpunte om omgewingsiek en verwante aansteeklike siektes te voorkom; en • Versamel, ontleed en versprei epidemiologiese data en inligting.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verseker die ondersoek van aansteeklike siektes en aanmelding daarvan by die toepaslike gesondheidsowerhede; • Gee raad oor streeksbeheermaatreëls; en • Maak seker dat beheermaatreëls getref word om die verspreiding van aanmeldbare siektes wat met omgewingsgesondheid verband hou, ingestel is.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Formuleer beleid, prosedures en riglyne vir die beheer van aansteeklike siektes wat met omgewingsgesondheidsfaktore verband hou; • Voorsien 'n raamwerk vir die implementering van verwante beleid en prosedures; • Monitor, evalueer en doen verslag oor aanmeldbare siektes in 'n munisipaliteit; en • Maak seker dat alle nasionale en provinsiale riglyne en prosedures in die munisipaliteit geïmplementeer is.
8. Omgewingsbesoedeling-bestuur Verseker 'n higiëniese werk- en ontspanningsomgewing.	• Sien om na klagtes en navrae van die publiek; en • Voer roetine-omgewingsgesondheid-inspeksies uit.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer besoedelstowwe; • Sien om na klagtes en navrae van die publiek; • Voer roetine-omgewingsgesondheid-inspeksies uit; • Identifiseer omgewingsgesondheids-gevare en voer risikoassesserings uit en karteer dit; • Maak seker dat aandag gegee word aan lugbesoedelingbronne;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Verseker die versagting en voorkoming van grond-, water-, geraas- en lugbesoedelingsake.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel beleid, prosedures en riglyne vir omgewingsbesoedeling en beheer daarvan; • Ontwikkel, monitor en bestuur omgewingsbesoedelingbestuur programme; • Bestuur belanghebbendes se verwagtinge; • Los komplekse kliënte- of klanteprobleme op; en

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		• Beheer en voorkom geraasbesoedeling; • Beheer en voorkom grondbesoedeling; • Reik nakomingsertifikate uit waar nodig; en • Pas verwante wetgewing toe.		• Doen verslag oor uitkomstes van besoedelingsbeheer-programme aan toepaslike belanghebbendes.
9. Wegdoening van die dooies Bestuur van menslike oorskot.	• Steun die omgewingsgesondheids-praktisyn in die bestuur van menslike oorskot.	• Openbaar bevoegdhede uit vlak 1; • Beheer, beperk of verbied die onderneming van 'n ondernemer of balsemer, lykhuise en ander plekke of fasiliteite vir die berging van lyke; • Monitor gebruike (vir nakoming) na begraafplase, krematoriums en ander fasiliteite wat gebruik word om lyke weg te doen; • Bestuur, beheer en monitor uitgrawings en herbegrafnisse of die wegdoening van menslike oorskot; en • Pas toepaslike wetgewing toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verseker sertifisering van begrafnisondernemerspersele; en • Hou toesig oor en het algemene beheer oor praktyke vir opgrawings of herbegrafnisse.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Reik vereiste sertifikate uit; • Pas beste praktyke toe om bestuur van menslike oorskot in die munisipaliteit te verbeter; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliënte- of klanteprobleme op.
10. Gesondheids-bevordering Aanbieding van gesondheidsopvoedkundige programme aan die gemeenskap	• Bied die programme aan die gemeenskap.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel die gesondheids- en higiëneprogramme; en • Identifiseer opvoedkundige behoeftes van gemeenskappe.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Koördineer en evalueer gesondheids- en higiëneprogramme om vereiste uitkomstes te verseker.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur die omgewingsgesondheidsopvoed kundige program; en • Soek aktief na vennootskappe in die mun isipaliteit, NGO's en privaat sektor om omvang en reikwydte van gesondheids-opvoedingsprogramme te verbreed.

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11. Vektorbeheer Toediening van plaagbeheermaatreëls	• Implementeer plaagbeheerprosedures; • Identifiseer kernplae wat in die munisipaliteit aangetref word; en • Gebruik en hanteer plaagdoders korrek.	• Openbaar bevoegdhede uit vlak 1; • Beveel gepaste plaagbeheermaatreëls aan en motiveer dit; en • Monitor die doeltreffendheid van plaagbeheermaatreëls.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel plaagbeheerprosedures; • Assesseer bedryfsdoeltreffendheid en -effektiwiteit van plaagbeheeraktiwiteite; en • Beveel begroting vir plaagbeheerprogramme aan.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel plaagbeheerastrategieë; • Ken begroting toe vir plaagbeheerprogramme en monitor dit; en • Doen verslag oor doeltreffendheid van die program aan toepaslike belanghebbendes.
12. Projekbestuur Vermoë om self en ander se take te beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.	• Bestuur die toegewese take tot die ooreengekome standaarde en hou by spertye; • Gebruik tyd doeltreffend en bly gefokus – word nie maklik afgelei nie; • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Maak seker dat werk akkuraat en volledig is.	• Openbaar bevoegdhede uit vlak 1; • Bestuur hulpbronne in funksie om projekoogmerke te bereik; • Stel hoë prestasiestandaarde aan self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan, organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne – op funksievlak; • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligtigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur verskeie projekte wat munisipale programbestuur steun en in lyn is met kernsakeplanne en die munisipaliteit se GOP.
13. Finansiële bestuur Dryf optimalisering van finansiële bestuur van die munisipaliteit deur die gebruik van standaardwerkprosedure.	• Nie op hierdie vlak van toepassing nie.	• Lê inisiatief aan die dag om moontlike oplossings vir sekere begrotingsprobleme voor te stel; en • Bestuur self om seker te maak dat munisipale finansiële hulpbronne nie vermors word	• Openbaar bevoegdhede uit vlak 1 en 2; • Koördineer betaling aan diensverskaffers en van die gemeenskappe in items van boetes en ander regstellende maatreëls;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel begrotingsvereistes vir omgewingsgesondheid; • Magtig en monitor begrotingsbesteding; • Pas aanbodkettingbestuurs-beginsels toe;

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		nie en doeltreffend gebruik word.	• Openbaar begrip van die aanbodkettingbestuursprosesse en -beleid van die munisipaliteit; • Verstaan die Wet op Munisipale Finansiële Bestuur en verwante wetgewing; en • Verseker geen vrugtelose en kwistige besteding in die span nie.	• Goed vertroud met die toepassing van die Wet op Munisipale Finansiële Bestuur en verwante wetgewing.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Dienslewerings-oriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Is verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Professioneel in interaksie met die algemene publiek en belanghebbendes; en • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer gemeenskapsbehoeftes en verseker hulpbrontoekenning om in sodanige behoeftes te voorsien; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en • Monitor diensverskaffers om seker te maak dat dienslewering aan die uiteengesette standaarde in SLA's voldoen en hulle inspireer om diensstandaarde te verbeter.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker diensleweringsmeganismes is innoverend en kom Wet op Munisipale Stelsels en die Wet op Munisipale Finansiële Bestuur ten volle na; • Konsulteer en gebruik internasionale beste praktyke oor diensleweringsinnovering; en • Voorsien 'n raamwerk vir meting en verslagdoening van klantetevredenheid in die munisipaliteit wat omgewingsgesondheid betref.
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1. • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan die meriete in ander se redenasie en sluit dit by voorstelle in waar dit verdien word; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die verhouding tussen belanghebbendes en die munisipaliteit.

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		• Moedig insette van ander aan en neem dit in ag.	• Beding vergunnings sonder om verhoudings te skaad.	
3. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en verseker kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Gee spoedig aandag aan minder gekompliseerde probleme, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik; en • Monitor kliëntetevredenheid deur te verseker dat klagte-/ komplimentstelsels gebruik word en dat resultate ingesluit word by praktyke om kliënte- en klanteinteraksie te verbeter.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; • Erken individue en gebiede wat gedrag en uitkomstesopenbaar ooreenkomstig die kliëntediensvisie; • Ontwikkel klagte-/ komplimentstelsel en ontleed uitkoms om dienslewering te verbeter en bring die diens doeltreffend in lyn; en • Definieer 'n klantevisie en hoe dit strategies in die munisipaliteit se klantgerigte waardes pas.
Persoonlike bevoegdhede				
1. Aksie- en uitkoms-oriëntering Openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om aan nuwe projekte/take deel te neem; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen; en • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 en 2; • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik. • Hou bestuurders aanspreeklik vir hul departement se prestasie en stel gepaste ingrypings in; • Stel uitdagende doelwitte vir die direktoraat/departement; en • Motiveer bestuurders om dinge beter te doen.

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2. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat geskep is.
3. Volharding Is oop vir verandering en nuwe inligting, pas gou aan by nuwe inligting, veranderende toestande of onverwagte hindernisse.	• Vergader met span om roosters te wysig en koördineer om alle spanlede te akkommodeer; en • Pas personeeltake aan gegrond op terugvoer en werklasprioriteite.	• Openbaar bevoegdhede uit vlak 1; • Gebruik personeelterugvoer om prosesse te vereenvoudig om by spertye te bly; en • Wysig projekplan gegrond op insette van personeel en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bring hulpbronne weer in lyn om aan veranderende klantebehoeftes te beantwoord; en • Neem terugvoer in ag terwyl organisatoriese verandering geïmplementeer word.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Pas organisatoriese prioriteite aan namate situasies verander; en • Verskuif doelwitte en inisiatiewe om in lyn te wees met die munisipaliteit se prioriteite.
4. Leeroriëntering Gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel in die proses van verdere ontwikkeling; en • Soek voortdurend steun vir eie beperkings (bv. by toesighouer of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf en verseker netwerkgeleenthede; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep en steun 'n leeromgewing; • Moedig ander aan om te leer en leringe te deel wat geneem is uit foute en ondervindinge; en • Deel eie ondervindinge om leer te bevorder (modelleer korrekte gedrag).

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5. Integriteit Gedra self op eerlike, regverdige en etiese manier.	• Bewerkstellig oop en eerlike kommunikasie met werknemers; en • Gee aandag aan werknemergedrag op 'n vertroulike en respekvolle manier.	• Openbaar bevoegdhede uit vlak 1; • Voorsien personeel van akkurate inligting oor die visie van die departement en beskryf veranderinge op 'n openlike manier; en • Bly regverdig en objektief wanneer vaardigheidstel vasgestel word wat nodig is om doeltreffende spanlede te kies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer eerlik met werknemers oor potensiële veranderinge wat die organisasie raak om seker te maak dat personeel regverdig behandel word; en • Ondersoek sake en tree regstellend op, soos gepas.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n klimaat van vertroue deur eie foute te erken en verantwoordelikheid te aanvaar vir eie optrede; en • Bespreek potensiële etiese probleme en oortreding met werknemers en reageer gepas.
Bestuurs-/leierskapsbevoegdhede				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Het 'n duidelike sin van eie en spandoelwitte; • Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Implementeer en monitor die diensleweringsplan (DLBIP) sowel as ander verantwoordelikhede wat in toepaslike omgewingsgesondheidswetgewing beskryf word; • Kom statutêre vereistes na en pas beleid konsekwent toe. • Lei en koördineer die omsetting van beleid in langtermynaksieplanne en konseptualiseer die langtermynuitwerking van die gewenste uitkomstes en bestuur veranderinge in die najaging van strategiese oogmerke; • Monitor die bestuur van etlike projekte en balanseer prioriteite en botsings tussen projekte gegrond op breër organisatoriese doelwitte; en • Monitor die bestuur van risiko's in etlike projekte deur totale	• Openbaar bevoegdhede uit vlak 1 tot 3; • Implementeer en monitor die diensleweringsplan (DLBIP) sowel as ander verantwoordelikhede wat in toepaslike omgewingsgesondheids-wetgewing beskryf word; • Verstaan en artikuleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyndoelwitte en vind meer as een manier om doelwitte te bereik; • Voorsien leierskap oor beleidsverwante sake; • Betrek top- politieke gesag en ander belanghebbendes in die inkoopproses; en • Inisieer projekte wat tot die bereiking van langtermyn-

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			hulpbronvereistes te ondersoek en impak van projekte op daaglikse aktiwiteite te assesseer.	strategiese oogmerke van die organisasie lei, en • Implementeer 'n prestasiebestuurstelsel om nakoming van diensleweringsplanne te meet.
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en kan ander doeltreffend beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor; • Dwing respek by eweknieë en ondergeskiktes af; en • Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Word gevra om konflik en verskille op te los.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Bied hom- of haarself goed aan in verskillende omstandighede – in die openbaar, vir die media of personeel; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; • Gebruik 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Oorreed politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer.
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en spanlede.	• Openbaar bevoegdhede uit vlak 1; • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Balanseer die munisipaliteit se take en doelwitte met	• Openbaar bevoegdhede uit vlak 1 en 2; • Diagnoseer prestasieprobleme en bepaal gepaste ontwikkelingsingrypings om by die omstandighede te pas; • Stel uitdagende take wat die individu se vermoëns en selfvertroue rek;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Formuleer en implementeer gepaste beleid om personeelontwikkeling te steun; • Maak seker dat opleidingsbeleid die strategie steun en dryf die gewenste gedrag aan; en

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		ondergeskiktes se persoonlike en professionele behoeftes. • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; en • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike take te hanteer; • Motiveer en rig spanne af om die beste resultate te bereik; • Gee raad en leiding oor beleid en prosedures; en • Aktief betrokke by die behoud en ontwikkeling van talent in die span.	• Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van bestuurders pas.
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; en • Werk doeltreffend saam met mense uit ander departemente/organisasies en kan self in 'n mededingende omgewing bestuur.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur die aktiwiteite van personeel om seker te maak dat dienslewering produktief gelewer word; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Bou spangees in samehorigheid oor funksionele gebiede; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om van te werk en te integreer; • Betrek en bemagtig span om doelwitte te stel en te bereik; en • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en aktiwiteite te bevorder.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek 'n geïntegreerde benadering tot dienslewering in ander munisipale funksies; en • Probeer sinergieë benut wat moontlik met ander direktorate bestaan.

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FASILITEITSBESTUUR

VLAKKE	1	2	3	4
TIPIESE LOOPBAANSTROOM **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Tuinier • Opsigter • Saalopsigter • Terreinopsigter • Gebou-onderhoudsassistent	• Tuinboukundige • Gemeenskapsfasiliteits-beampte • Superintendent (swembaddens) • Bou-onderhoudstoesighouer	• Senior tuinboukundige • Onderhoudsbeampte • Senior superintendent (swembaddens) • Bedryfsbeampte • Ontspanningsbeampte • Sportveldkoördineerder	• Bestuurder: Sportfasiliteite • Bestuurder: Parke • Bestuurder: Gemeenskapsale • Bestuurder: Stadionne Rapporteer aan 'n funksionele direkteur of senior bestuurder
KENNIS EN OMVANG VAN WERK	• Voer roetine- en basiese funksies uit wat met onderhoud van gemeenskapsfasiliteite verband hou; • Werk onafhanklik onder algemene toesig; en • Beheer toegang tot die fasiliteit.	• Hou toesig oor 'n werkspan wat 'n groter verskeidenheid onderhoudswerk doen; • Verantwoordelik vir die ontplooiing en beheer van noodsaaklike toerusting, instrumente, masjinerie, aanleg en voertuie om die werk te doen; en • Werk onafhanklik in werks-/onderhoudsplanne en met gereelde terugvoer aan meerderes	• Het bedryfsbeheer en verantwoordelikheid oor 'n depot of area; • Stel bedryfswerkplanne en onderhoudsplanne op; en • Het toesigbeheer oor strome in vorige vlak en voer algemene administratiewe pligte uit.	• Verantwoordelik vir bestuur en kort-, medium- en langtermynbeplanning van ondershoudsaktiwiteite, skedulering van werk en hulpbronbeplanning, onderhoud van fasiliteitsrekords; en • Stel bedryfs- en kapitaalbegrotings van onderskeie fasiliteite saam en monitor dit.
ONDERVINDING	• 0-2 jaar ondervinding verkieslik in fasiliteitsonderhoud.	• 2-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding.	• 8 jaar of meer toepaslike ondervinding.

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KWALIFIKASIE	• Basiese geletterdheid/ Minimum graad 10.	• Graad 12 of 'n toepaslike kwalifikasie ná matriek; en • Basiese rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma in tuinboukunde of verwante kwalifikasies in fasiliteitsbestuur; en • Rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie, verkieslik 'n B-graad toepaslik vir fasiliteitsbestuur/ tuinboukunde; en • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Bestuur van werk Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk doeltreffend en betyds voltooi word.	• Bly gefokus op taak voorhande; • Gebruik tyd doeltreffend en voorkom dat ontoepaslike sake of afleidings werkvoltooiing belemmer; en • Handel take betyds af.	• Openbaar bevoegdhede uit vorige vlak 1; • Monitor en beheer aktiwiteite deur 'n log van werk, produksie of onderhoud te hou; • Kan take prioritiseer; • Identifiseer meer kritieke aktiwiteite en take; pas prioriteite aan waar gepas; en • Kan hulpbronne prioritiseer om by mededingende spertye bly.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer verwagtinge aan personeel waaroor toesig gehou word duidelik; • Voorsien leiding en instruksie terwyl daar gedelegeer word; • Beplan vooruit om seker te maak dat nodige toerusting en/of materiaal in gepaste plekke is sodat eie en ander se werk doeltreffend gedoen kan word; • Maak gebeurlikheidsplanne en monitor uitkomstes van uitgekontrakteerde onderhoudsbestuuraktiwiteite; en • Maak seker dat grondstowwe, toerusting, onderdele en komponente beskikbaar is vir onderhoudsaktiwiteite.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Het "deskundige" kennis nodig om aandag te gee aan spesiale probleme en dit op te los; • Onderhou projekverslae (besprekingsdokumente, ouditspore, getuienis van aftekening deur senior bestuurders); • Stel gepaste prosedures vas om ingelig te bly oor kwessies en resultate; • Maak seker dat werk met 'n hoë prioriteit binne nodige tydlyne gedoen word; en • Maak seker dat alle uitgekontrakteerde onderhoudsbestuuraktiwiteite in lyn is met die onderhoudsbestuurplan.
2. Beplanning en organisering	• Beplan take daagliks volgens 'n vasgestelde rooster en voer	• Openbaar bevoegdhede uit vorige vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en om daardie aktiwiteite volgens plan uit te voer.	dit volgens die prioriteitslys uit; en • Wysig planne in ooreenstemming met instruksies van toesighouers.	• Identifiseer hulpbronvereistes om spesifieke take te onderneem; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word met doeltreffende gebruik van tyd en hulpbronne; • Meet vordering en monitor prestasie en resultate; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Beplan en organiseer werk van ander deur doelwitte, oogmerke en teikens te stel, werkroosters te skep en met planne van verwante begrotings en hulpbronne te werk.	• Stel kapitaal- en bedryfsbegroting saam vir kort, medium en langer termyn vir alle bates en dienste wat met die onderhoud van bates verband hou; en • Ontwikkel spesifikasies vir uitgekontrakteerde onderhoudswerk, neem deel aan verkryging van diensverskaffers, bevestig en aftekening van werk en voltooi werkkaarte vir betaling van diensverskaffers.
Funksionele bevoegdhede				
1. Fasiliteitspesifieke vaardighede Openbaar 'n bevredigende vlak van tegniese vaardigheid, kennis, ondervinding en opvoedkundige kwalifikasie gepas vir die spesifieke gemeenskapsfasiliteit.	• Onderneem roetinetake; • Het 'n vlak van vaardigheid en ondervinding in 'n tegniese werksarea ontwikkel; en • Is bewus van faktore wat 'n negatiewe impak op die voltooiing van 'n taak kan hê.	• Openbaar bevoegdhede uit vorige vlak 1; • Verstaan die tegniese en nietegniese aard van die werksarea; • Het noodsaaklike kennis van werking en onderhoud van die fasiliteit; • Het die vermoë om taakspesifieke probleme te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed; • Voer take uit sonder om leiding of instruksies te vra; en • Het kennis van bywerking van toerustingsregister en doen voorraadbeheer van uitgereikte materiaal.	• Openbaar bevoegdhede uit vlak 1 en 2; • Pas spesialiskennis op situasies toe om probleme op te los of oplossings te verbeter; • Sien gebeure, situasies en voorvalle vooruit wat 'n impak op die werksomgewing kan hê en tree regstellend op; • Openbaar goeie probleem-oplossingsvaardighede en ontledingsvermoë; en • Verseker kennisoordrag en opleiding en mentorskap van meer junior personeellede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel onderhoudsplanne wat uitvoerige aktiwiteite, hulpbronne, verantwoordelikhede, tydskale en risiko's uiteensit vir die behaling van fasiliteitsbestuuroogmerke; en • Monitor implementeringsprosesse en -maatreëls om prestasie en gesondheid van fasiliteitskomponente te assesseer.
2. Werksplekveiligheid	• Openbaar kennis van alle verwante veiligheids- en sekuriteitsregulasies;	• Openbaar bevoegdhede uit vorige vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Die vermoë om toestande wat 'n impak het op werknemerveiligheid te identifiseer en reg te stel.	• Is bewus van medewerkers se veiligheid in die werksplek; • Verstaan hoe om veiligheidstoerusting te gebruik en te hanteer; • Pas veiligheids- en/of sekuriteitsprosedures toe; en • Is bewus van die gevare daaraan verbonde om met gevaarlike materiale te werk.	• Openbaar en/of verduidelik waarom veiligheidstoerusting en/of -prosedures; • Hersien veiligheidopleidingsmateriaal; • Identifiseer veiligheidskwessies en -probleme – Spoor gevaarlike werktoestande op. Is wakker vir onveilige werktoestande; • Gaan toerusting en/of werksarea gereeld na; en • Tree regstellend op –- Meld onveilige werkomstandighede aan of korrigeer dit; doen aanbevelings en/of verbeter veiligheids- en sekuriteitsprosedures; pas veiligheidsregulasies en -prosedures toe.	• Implementeer veranderinge om onveilige werkstoestande reg te stel; • Koördineer veiligheidsvergaderings; en • Beheer toerustingveiligheid.	• Hanteer alle veiligheidsvereistes volgens regulasies/wetgewing vir die fasiliteite onder direkte beheer.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.

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2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Is verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
Persoonlike bevoegdhede				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd;	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dryf personeellewering in behaling van oogmerke; en • Bestuur self en die span om doelwitte te bereik.

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gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.		• Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.

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		• Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.		
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë). Openbaar logiese probleem-oplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoordingspligtighei d en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie;	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

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staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Aanvaar verantwoordelikheid vir eie optrede.	• Bou selfvertroue en toon selfvertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	
Bestuurs-/leierskapsbevoegdhede				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; • Dwing respek by eweknieë en ondergeskiktes af; en • Los geskille so gou en so doeltreffend as moontlik op.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Hanteer ander doeltreffend in 'n vyandige situasie deur gepaste interpersoonlike style en metodes te gebruik om spanning of konflik tussen mense te verminder.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; • Toon 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Word gevra om konflik en verskille op te los.
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; • Dwing respek by portuurs en ondergeskiktes af; en • Los geskille so gou en so doeltreffend as moontlik op.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Hanteer ander doeltreffend in 'n vyandige situasie deur gepaste	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; • Toon 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Word gevra om konflik en verskille op te los.

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			interpersoonlike style en metodes te gebruik om spanning of konflik tussen mense te verminder.	
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Dra take en verwagtinge duidelik oor en stel realistiese standaarde; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Verstaan beperkings van ondergeskiktes; en • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; en • Bemagtig ander en verdeel die werklas gepas.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; en • Monitor vordering en gee individue spesifieke terugvoer oor hul prestasie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; en • Mentor en rig ander af waar gepas.
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n span werk, werk doeltreffend as 'n spanlid; • Deel inligting en werk maklik met ander; en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1; • Betrek en bemagtig span om doelwitte te stel en te bereik; en • Neem doeltreffend as 'n lid van 'n span deel om span te help om doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Betrek ander deur na hulle te luister en hulle ten volle by spanbesluite te betrek; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; en • Bou spangees en samehorigheid in die eenheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Steun spanpogings en herken en beloon bydraes wat deur spanne gemaak word; • Pas insluitende, demokratiese bestuursbeginsels toe in die bestuur van spanne; en • Steun spanontwikkeling.

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BEVOEGDHEIDSRAAMWERK VIR HOOFOFFISIERE (TEENGRONDBESETTING)

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Hoofoffisier	• Senior hoofoffisier	• Eerste hoofoffisier	• Hoof: Antigrondbesettingseenheid
KENNIS	• Kennis van toepaslike wetgewing, die bedryfsfunksies van die werk van 'n hoofoffisier, wetstoepassing en gemeenskapsfasilitering.	• Bewese kennis van toepaslike wetgewing, die bedryfsfunksies van die werk van 'n hoofoffisier, wetstoepassing en gemeenskapsfasilitering.	• Bewese kennis van toepaslike wetgewing, die bedryfsfunksies van die werk van 'n hoofoffisier, wetstoepassing en gemeenskapsfasilitering.	• Dieptekennis van toepaslike wetgewing, die bedryfstrategieë, toepaslike beleid en beherende wetgewing.
ONDERVINDING	• 0-2 jaar ondervinding.	• 2-5 jaar ondervinding waarvan ten minste 2 jaar toesighoudende blootstelling insluit.	• 5-8 jaar ondervinding waarvan ten minste 2 jaar toesighoudende blootstelling insluit.	• 8 jaar of meer ondervinding insluitende 2 jaar bestuursondervinding.
KWALIFIKASIE	• Graad 12; • Kode EB-rybewys; en • Fisiese geskiktheid.	• Graad 12; • Kode EB-rybewys; en • Fisiese geskiktheid.	• Graad 12 of toepaslike kwalifikasie ná matriek in openbare administrasie of verwante veld; • Kode EB-rybewys; • Rekenaargeletterdheid: MS Office; en • Fisiese geskiktheid.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n B-graad in openbare administrasie of ekwivalent; • Kode EB-rybewys; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Skriftelike kommunikasie	• Lees en verstaan basiese dokumente;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.	• Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer.	• Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer.	• Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandums, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie.	• Berei oorwoë, verslae van hoë gehalte voor vir besluitneming in die organisasie; en • Aanvaar toesigverantwoordelikheid om minder ervare praktisyns en ondergeskiktes se werk te hersien en te redigeer.
2. Mondelinge kommunikasie **Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier te artikuleer.**	• Kan basiese verbale instruksies van meerderes en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word.	• Openbaar bevoegdhede uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.
3. Invloed **Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.**	• Het daagliks interaksie met verskeie kliënte/ belanghebbendes; en • Beantwoord basiese vrae beleefd en behulpsaam.	• Openbaar bevoegdhede uit vlak 1; • Gee opsies vir optrede deur kliënte/belanghebbendes uit 'n reeks beskikbare optredes; en • Voer opsie deur wat die kliënt/belanghebbende gekies het binne die perke van vasgestelde prosedure.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n reeks opsies vir optrede deur kliënt/belanghebbende vas. • Gee opsies en aanbeveling van voorkeuropsie aan kliënt/belanghebbende; • Gee redes vir voorkeurkopsie; en • Voer finale besluit deur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiële gevolge • Besluit oor beste opsie in risikoprofiel; • Skep verstandhouding met kliënt/belanghebbende/groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.
4. Mensebestuur **Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om organisatoriese doelwitte te bereik.**	• Het goeie verhoudings met medewerkers aangesien die werk kontak met alle vlakke van personeel in verskillende afdelings vereis..	• Openbaar bevoegdhede uit vlak 1; • Kommunikeer doeltreffend en gee erkenning aan bydraes van ander; en • Lê inligting akkuraat vas in betrokkenheid by interne en eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Wys duidelik gedefinieerde take aan ondergeskiktes toe; • Gee leiding aan span om oogmerke te bereik; • Fasiliteer stelling van doelwitte en probleemoplossing deur die span;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Lei, rig en bestuur personeel in die eenheid sodat hulle oogmerke bereik; • Maak seker dat werknemers duidelike rolbeskrywings het wat aan algehele strategiese oogmerke van die eenheid gekoppel is; en

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			• Bestuur konflik deur 'n deelnemende deursigtige benadering; en • Voorsien insig, hulp aan ondergeskiktes om 'n kultureel en rassig-geïntegreerde werksplek te bevorder.	• Oorreed politieke hoofde om besluite/uitkomsteswat by raadsvergaderings bereik word, aan te neem en te implementeer.
5. Probleemoplossing **Die vermoë om potensiële probleemgebiede te identifiseer, die probleem in samestellende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.**	• Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Waarsku toesighouer van probleme in 'n vasgestelde proses; en • Los eenvoudige probleme op.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer probleme in prosesse; en • Verwys probleme na toesighouer vir oplossing maar bied alternatiewe of aanbevelings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Breek probleme in samestellende dele op; • Verstaan na wie om probleemelemente te verwys; • Kry insette van span/kollegas oor moontlike oplossings; • Ontwikkel alternatiewe oplossings en verwys na toesighouer vir goedkeuring; en • Volg op met oplossings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Konseptualiseer moontlike oplossings van probleme; • Oorweeg elke oplossing teen bestepraktykmaatstawwe; • Stel planne vas en voer dit uit om probleme op te los en tree in interaksie met ander wanneer nodig; en • Verseker implementering van en inkoop vir die oplossing.
6. Beplanning en organisering **Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.**	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie.	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en • Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.
7. Skriftelike kommunikasie **Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.**	• Lees en verstaan basiese dokumente; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandums, e-posse, verslae en ander	• Openbaar bevoegdhede uit vlak 1 tot 3; • Berei oorwoë, verslae van hoë gehalte voor vir besluitneming in die organisasie; en • Aanvaar toesigverantwoordelikheid om minder ervare praktisyns en

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			korrespondensie, intern sowel as ekstern tot die organisasie.	ondergeskiktes se werk te hersien en te redigeer.
Funksionele bevoegdhede				
1. Onwettige grondbesetting **Oefen beheer uit oor onwettige grondbesettingsaktiwiteite in informele nedersettings, insluitende gemeenskapsinteraksie, toesig, ondersoek en interaksie.**	• Openbaar die vermoë om patrollies in informele nedersettings te beplan en uit te voer; • Verstaan verslagdoeningsvereistes oor onwettige aktiwiteite (d.w.s. besettings, onwettige okkupasie, slopings en hervestigings); • Fasiliteer klagtes wat ontvang word oor onwettige aktiwiteite in informele nedersettings; en • Kan basiese ondersoek van sulke klagtes voltooi.	• Openbaar bevoegdhede uit vlak 1; • Hou toesig oor skofpatrollies; • Ontplooi personeel om klagtes te hanteer; • Kan die gemeenskapsituasie verstaan en nodige voorsorg tref/voorkomend optree; en • Hou toesig oor die sloping van ongebruikte strukture.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan ondersoeke doen ten opsigte van onwettige aktiwiteite in informele nedersettings; en • Kan proaktief en reaktief wees om bedryfsplanne te implementeer om onwettige aktiwiteite en groei in informele nedersettings te bekamp.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bewese vermoë om spolieringsoptrede te bestuur en te koördineer; en • Bewese vermoë om in noodgevalle met eksterne dienste soos die Suid-Afrikaanse Polisiediens en metropolisie in interaksie te tree.
2. Toepassing van regsadministrasie **Maak seker regsvoorskrifte word gevolg met betrekking die hantering van uitsettings.**	• Bewese bevoegdheid in versameling van bewyse van onwettige aktiwiteite, insluitende verklarings, beëdigde verklarings en foto's; • Verstaan regsprosesse om bevindinge en voorvalle by toesighouer aan te meld; en • Kan getuienis in hofsake voorsien om bewys te lewer.	• Openbaar bevoegdhede uit vlak 1; • Kennis van en kan die beginsels van die PIE, Wet op die Uitbreiding van Sekerheid van Verblyfreg, nasionale bouregulasies en die Grondwet toepas om regseise teen die munisipaliteit te vermy; • Kan uitsettings koördineer; • Kan die administrasie van regsdokumentasie voltooi; en • Kom gesondheids- en veiligheidsregulasies na.	• Openbaar bevoegdhede uit vlak 1 en 2; • Neem deel aan regsgedinge; • Verstaan en kan ondersoekprosesse koördineer; • Kom vorendag met verslae aan senior bestuur en stel aanbevelings voor wag gegrond is op bevindinge van die ondersoeke; en • Maak seker dat regsverslae gehou word.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan dokumentasie opstel wat aanleiding gee tot geregtelike verbooie en uitsettingsbevele; • Kan hoëvlakinteraksie met eksterne prokureurs handhaaf en raad gee oor vordering van sake; en • Openbaar die vermoë om in interaksie te tree in hoëvlakvergaderings met SAPD, metropolisie, die kantoor van die balju en eksterne kontrakteurs en mediaverklarings te doen.
3. Hervestigingsprosesse	• Neem deel aan gemeenskapsvergaderings;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Maak seker dat die hervestigingsproses in 'n informele nedersetting geïmplementeer word om ruimte vir grondontwikkeling te skep.	• Identifiseer en merk teikengebiede en -groepe vir hervestiging af; • Stel data saam oor gemeenskapsbegunstigdes; • Dien hervestigingsopname-resultate in; • Gee kennis van bedryfsbeperkings vir beplande hervestigings; • Voltooi alle toepaslike wetlike en ander dokumentasie wat op hervestigings van toepassing is; en • Monitor take wat aan kontrakpersoneel toegewys is.	• Kan plofbare situasies assesseer en raad gee oor sake, of daar onttrek of ingegryp moet word voordat geweld plaasvind; en • Openbaar kennis van die vereistes van die Wet op Gesondheid en Veiligheid en die toepaslikheid daarvan in plofbare situasies.	• Implementeer en monitor hervestigingsprosesse in 'n spesifieke informele nedersetting om ruimte te skep vir tydelike of nuwe behuisingsgeleenthede en noodleniging.	• Openbaar die vermoë om begrotings en hulpbronne, soos voertuie en toerusting wat in hervestigingsaktiwiteite gebruik word, te bestuur; en • Kom ouditvereistes na, onderhou begrotingsbeheermaatreëls en verlies van raadstoerusting tydens hervestigingsprosesse.
4. Hantering van opnamedata **Hanteer die data wat uit opnames in gemeenskappe verkry word.**	• Voer huis-tot-huisopnames en jaarlikse opnames om nuwe strukture te monitor; • Lê resultate in databasisse van informele nedersettings vas; en • Neem deel aan gemeenskapsvergaderings.	• Openbaar bevoegdhede uit vlak 1; • Monitor take wat tydens opnames aan hoofoffisiere en kontrakpersoneel toegewys is; en • Kan inligtingstelsels bestuur en databasisse vir informele nedersettings bestuur vir optekening en statistiese ontleding van opnamedata.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur kontrakpersoneel; en • Onttrek verslae uit inligtingstelsels en databasisse vir statistiese doeleindes.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Kan beplanningsvergaderings en besprekings fasiliteer en koördineer oor opnamedata wat verkry is en inligting wat by bestuur, politieke strukture, munisipale beamptes, kontrakteurs, gemeenskapsleiers, wetstoepassingsbeamptes en regshulpbronsentrums bewaar word.
5. Rampaktiwiteite **Implementeer bedryfsplanne vir rampe.**	• Monitor take wat aan kontrakpersoneel toegewys is; • Ondersoek en assesseer die omvang van rampe; • Skakel met rampbestuurbeamptes oor noodaktiwiteite;	• Openbaar bevoegdhede uit vlak 1; • Monitor take wat aan kontrakpersoneel toegewys is; • Kan die rehabilitasie van ramptonele implementeer; en • Kan bedryfsplanne implementeer om seker te	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur kontrakpersoneel; en • Kan die bedryfsplanne implementeer om seker te maak dat rehabilitasieplanne uitgevoer en korrek afgebaken word.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan gevalle van brand en oorstromings hanteer en registreer; • Kan xenofobiese aanvalle hanteer en registreer; en

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	• Verstaan die proses vir registrasie van slagoffers van brand/oorstromings/xenofobie; en • Kan die saak van noodlenigingstelle vir slagoffers koördineer.	maak dat rehabilitasieplanne uitgevoer en korrek afgebaken word.		• Moet die beplanning van opruimingsaktiwiteite van geaffekteerde areas kan uitvoer.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings **Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.**	• Kan 'n verstandhouding met ander vorm en met hulle klaarkom; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.
2. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.**	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.

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3. Diensleweringsoriëntering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te verbeter.**	• Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
Persoonlike bevoegdhede				
1. Gereedheid vir verandering **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
2. Kognitiewe vermoë **Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.**	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; en • Kom vorendag met kreatiewe en unieke idees.
3. Leeroriëntering **Die gewilligheid en motivering om te leer, kennis in te win, insig**	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en

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te ontwikkel en op deurlopende selfverbetering te fokus.	• Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.		• Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
4. Aksie- en uitkomste-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.**	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; en • Druk self en motiveer ander vir resultate; en • Daarop ingestel om doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur projekte suksesvol binne toegelate tyd en begrotingstoewysing.
5. Volharding **Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.**	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
Bestuurs-/leierskapsbevoegdhede				
1. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Lê inisiatief en selfvertroue aan die dag • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer spanuitkomstes en beloon en erken spanpogings; en • Steun spanontwikkeling.

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2. Rigtingbepaling **Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.**	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
3. Afrigting en mentorskap **Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.**	• Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings identifiseer; en • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Lei deur voorbeeld; • Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.

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FINANSIES – BEVOEGDHEIDSRAAMWERK VIR REKENMEESTERS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistentrekenmeester	• Rekenmeester	• Senior rekenmeester	• Assistentbestuurder: Finansiële/Eerste rekenmeester
KENNIS	• Doen werk van 'n finansiële aard volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare rekenmeester; • Basiese elementêre kennis van toepaslike wetgewing oor plaaslike regering (bv. WMS, MFMA en ander waar toepaslik).	• Doen werk van 'n finansiële aard volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare senior rekenmeester; • ElementêreElementêre kennis van en ondervinding met toepaslike wetgewing oor plaaslike regering (bv. WMS, MFMA en ander waar toepaslik).	• Voer meer komplekse werk van 'n finansiële aard onder algemene toesig uit. Kan toesig hou oor junior personeel. • Doen werk van 'n finansiële aard volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare eerste rekenmeester; • Lei, voer werk uit en beheer dit volgens voorgeskrewe norme en standaarde. Hou toesig; en • Gevorderde kennis van toepaslike wetgewing oor plaaslike regering (bv. WMS, MFMA en ander waar toepaslik).	• Gee deskundige finansiële raad. Verantwoordelik vir bestuur van finansiële inligting volgens voorgeskrewe norme en standaarde; • Kan toesig hou oor en 'n span verantwoordelik vir finansiële inligting bestuur; en • Uitgebreide begrip van en ondervinding met toepaslike wetgewing oor plaaslike regering (bv. WMS, MFMA en ander waar toepaslik).
ONDERVINDING	• 0-2 jaar toepaslike ondervinding nodig.	• 2-5 jaar toepaslike ondervinding nodig.	• 5-8 jaar toepaslike ondervinding nodig wat 2 jaar ondervinding as toesighouer insluit.	• 8 jaar of meer toepaslike ondervinding wat alle aspekte van die toepaslike finansiële proses en die bestuur van finansiële inligting hanteer dek of het spesialisondervinding in 'n finansiële dissipline opgedoen.

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KWALIFIKASIE ***Nasionale Tesourie MFMA munisipale minimum bevoegdheidsopleiding waar van toepassing soos omskryf in die NT-regulasies.**	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkundige as 'n hoofvak. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkunde as 'n hoofvak. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkunde as 'n hoofvak. • Rekenaargeletterdheid: MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkunde as 'n hoofvak. • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Funksionele bevoegdhede				
1. Rekeningkunde Stel gepaste rekeningkundige stelsels in vir die organisasie en maak seker dat daar gehou word by die reëls van AERP en ander goeie rekeningkundige praktyke.	• Vertroud met basiese rekeningkunde en die dubbelinskrywingstelsel; • Versamel en stel inligting saam vir die voorbereiding van finansiële state; • Monitor en beheer die invordering van skuld; en • Voer basiese belastingberekeninge uit.	• Openbaar bevoegdhede uit vlak 1; • Bewus van en kan die beginsels van AERP toepas; • Bereken en interpreteer basiese rekeningkundige verhoudings; • Verstaan die beperkings van rekeningkundige data as 'n grondslag vir bestuursoptrede; • Gebruik tegnieke soos tydreekse en indeksnommers om rekeningkundige data te interpreteer; • Monitor en beheer kontantontvangste en - betalings in nakoming van kontantbestuurbeleid; • Evalueer verskillende metodes van skuldinvordering;	• Openbaar bevoegdhede uit vlak 1 en 2; • Onderskei tussen kapitale en bedryfsonkoste; • Verstaan die funksie, vorm en metode van voorbereiding van finansiële state; • Pas die beginsels van AERP toe; • Stel finansiële state in openbare sektor op; • Berei finansiële verslae en state voor, ontleed en interpreteer dit; • Besef die beperkings van rekeningkundige data as 'n grondslag vir bestuursoptrede; • Gebruik tegnieke soos tydreekse en indeksnommers om rekeningkundige data te interpreteer;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan finansiële state aanbied en openbaar maak; • Kan finansiële beleid ooreenkomstig heersende norme en standaarde wysig en hersien; en • Voorsien leiding aan en hou toesig oor ondergeskiktes • Bereken en interpreteer basiese rekeningkundige verhoudings.

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		• Maak betalings ooreenkomstig die finansiële beleid en regulasies en teken dit op; • Hou kleinkasverslae; • Hou rekening van kontant- en banktransaksies; • Hou rekening van goedere en dienste gelewer of ontvang; • Berei bankversoeningstate voor; • Doen gemagtigde betalingseise en keer terug na eksterne agentskappe; en • Onderskei tussen kapitale en bedryfsonkoste.	• Bedryf 'n kontantbestuur- en kredietbeheerstelsel; en • Gee raad oor werkende kapitaalbeleid en die bestuur van debiteure en krediteure.	
2. Verkryging Hanteer die verkrygingproses volgens bestaande wetgewing, norme en standaarde.	• Verkry goedere en dienste ooreenkomstig MFMA, AKB-regulasies en beleid; • Onderhou 'n databasis van goedgekeurde verkopers; en • Rekonsilieer fisiese voorraad met rekeningkundige verslae.	• Openbaar bevoegdhede uit vlak 1; • Voer 'n kapasiteits- en kredietwaardigheidskontrole op potensiële verkopers uit; en • Ondersoek alternatiewe verkopers of produkte om koste, gehalte en leweringsverhoudings te verbeter.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hersien verkopersprestasie; • Hanteer verkrygingsgebeurlikhede; • Gee leiding aan alternatiewe verkopers of produkte om koste, gehalte en leweringsverhoudings te verbeter; en • Verstaan 'waardeketting'-konsepte en die beginsels van verkryging 'net op tyd'.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hersien en werk beleid by om in lyn te wees met heersende wetgewing, norme en standaarde en gemeenskapsdinamiek; • Berei standaarddokumente vir voorleggings aan bodkomittees voor; en • Reageer en doen verslag oor navrae van interne personeel en items op bestuursbriewe van die Ouditeur-generaal.
3. Begroting Stel geloofwaardige begrotings berei wetgewende, politieke en administratiewe mandate in en bestuur dit.	• Berei voorspellings van inkomste en uitgawes voor; • Produseer konsepbegrotingsvoorstelle; en • Bedryf begrotingsbeheerstelsel.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die beplanning en toewysing van hulpbronne; • Berei voorspellings van inkomste en uitgawes voor; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor die prestasie van verantwoordelikheidsentrums teen die begroting;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Berei die begroting in lyn met die GOP en regulasies van die Tesourie voor; • Dokumenteer begrotingsaannames; en

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		• Gebruik modelle om die sensitiwiteit van elemente in die kontantbegroting te assesseer.	• Stel inligting vir begrotingsdoeleindes saam en ontleed dit; en • Dokumenteer begrotingsaannames.	• Gaan begroting na en berei aansuiweringsbegroting voor.
4. Finansiële bestuur Dryf optimalisering van finansiële bestuur van die munisipaliteit deur die gebruik van standaardwerkprosedures.	• Doen betalings ooreenkomstig die finansiële beleid en regulasies en teken dit op; • Onderhou kleinkasverslae; • Hou rekening van kontant- en banktransaksies; • Hou rekening van goedere en dienste gelewer of ontvang; • Berei bankversoeningstate voor; • Onderskei tussen kapitale en bedryfsonkoste; en • Teken betaallystransaksies op.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot kostebestuur deur 'waarde-ontleding' en kosteverminderingstegnieke; • Evalueer huidige en voorgenome aktiwiteite deur metodes te gebruik soos terugbetaling en gediskonteerde kontantvloei; • Verstaan die gebruike en beperkings van gepubliseerde statistiek; • Neem deel aan die implementering van inligtingstelsels; en • Bring prestasie-aanwysers voort en interpreteer dit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan gehaltebeheermetodes; • Verduidelik en evalueer strategiese finansiële bestuurskwessies; en • Interpreteer prestasie-aanwysers.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer rekeningkundige inligtingstelsels; • Neem deel aan die bestuur en onderhoud van inligtingstelsels; • Stel prestasiemetingstrategieë en -tegnieke vas en verduidelik dit; • Gee raad oor toepassing van beplannings- en beheerprosesse in begroting en kostebepaling; • Kan beleggingsbesluite neem in ooreenstemming met bankbeleid, wetgewing; en • Stel inligting saam oor onderhoud van finansiële stelsels.
5. Kostebepaling Vermoë om kosteberaming te doen gegrond op beste praktyk, politieke noodsaaklikhede en om prosesse te standaardiseer.	• Berei standaardkosteverslae voor en bied dit aan; en • Ontleed gebruik en pryswisselings.	• Openbaar bevoegdhede uit vlak 1; • Verstaan kostebepalingskonsepte en gee raad oor die hantering van verliese; • Interpreteer kostedata, insluitende die gebruik van algemene koste; en • Verstaan 'aktiwiteitsgebaseerde	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder die belangrikheid van kennisdeling in eie gebied; • Gebruik grenskosteberekening om prysbepalingsbeleid te formuleer; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel prosedures vir standaardkostebepaling-stelsels vas; • Evalueer kosteklassifikasie, gedrag en toewysingsmetodes; en • Stel grenskosteberekening vas en ontwikkel

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		kostebepaling' of soortgelyke kostebepalingsmodelle en die gebruik van kosteaandrywers.	• Gee raad oor kosteklassifikasie, gedrag en toewysingsmetodes.	prysbepalingsverwante beleid.
6. Finansiële verslagdoening Vermoë om algehele oogmerke van finansiële verslagdoening, spesifieke inligtingsbehoeftes van belanghebbendes en die algemene inligtingsbehoeftes van ander te identifiseer.	• Voer inligting uit brondokumente in 'n rekenaarstelsel in; • Voorsien inligting vir 'n spesifieke doel; • Stel roetinesakekommunikasie op; • Bring standaardverslae uit 'n rekenaarstelsel voort en druk dit; en • Spoor opgetekende besonderhede of versoekte items op 'n rekenaarstelsel op en herwin dit.	• Openbaar bevoegdhede uit vlak 1; • Bereik verslae en aanslae vir buiteagentskappe voor; • Produseer sigblaaie vir die ontleding van numeriese inligting; en • Bied inligting op grafiese, diagrammatiese of tabelformaat aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hersien verslae en aanslae vir eksterne belanghebbendes; en • Stel verslae in ooreenstemming met voorgeskrewe wetgewing aan eksterne belanghebbendes op.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Ontleed en interpreteer verslae aan eksterne belanghebbendes in ooreenstemming met voorgeskrewe wetgewing.
7. Finansiële prosesbestuur Vermoë om 'n doeltreffende, ekonomiese en effektiewe finansiefunksie deur finansiële prosesse te steun	• Pas beleid en prosedures toe in finansiële prosesbestuur.	• Openbaar bevoegdhede uit vlak 1; • Hanteer die beheer van bates volgens beleid en prosedures; en • Hulp om bates te bestuur volgens beleid en prosedures.	• Openbaar bevoegdhede uit vlak 1 en 2; • Implementeer finansiestrategieë • Implementeer finansiële beleid en stelsels; • Hanteer die beheer van bates volgens beleid en prosedures; • Berei veeljaarinkomste- en -uitgawevoorspellings voor; • Ontwikkeling volhoubare strategieë om aandag te gee aan inkomstetekorte; • Help om finansiële beleid en stelsels te ontwikkel en te implementeer; • Ontwikkel, implementeer en onderhou finansiële	• Openbaar bevoegdhede uit vlak 1 tot 3; • Formuleer finansiestrategieë; • Ontwikkel en implementeer bate- en finansiële beleid en stelsels; • Hou toesig oor die finansiële bestuursaspekte van die munisipaliteit insluitende uitgekontrakteerde diensverskaffers; • Ontwikkel volhoubare strategieë om aandag te gee aan inkomstetekorte; • Steun die rekenpligtige beampte om toesig te hou oor finansiële bestuursaspekte van die munisipaliteit; • Implementeer finansiële beleid en stelsels;

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			bestuursbeleid, prosedures en prosesse; • Help om finansiestrategieë te formuleer en te implementeer; • Implementeer finansiestrategieë; • Implementeer finansiële beleid en stelsels; • Dra by tot veeljaarinkomste- en -uitgawevoorspellings; en • Implementeer veeljaarinkomste- en -uitgawevoorspellings.	• Berei veeljaarinkomste- en -uitgawevoorspellings voor; en • Ontwikkeling van volhoubare strategieë om aandag te gee aan inkomstetekorte.
Professionele bevoegdhede				
1. Mondelinge kommunikasie Die vermoë om komplekse konsepte op 'n verstaanbare en oortuigende manier te artikuleer.	• Verduidelik posisies mondeling oor basiese finansiële sake; en • Verseker professionele interaksie en kommunikasie met kliënte.	• Openbaar bevoegdhede uit vlak 1; • Beveel poste doeltreffend en op gepaste wyse mondeling aan in die munisipaliteit volgens die algemeen aanvaarde rekeningkundige/finansiële praktyk; • Gee leiding aan die span oor doelwitte en oogmerke van die funksie; en • Openbaar bevoegdheid om doeltreffend met kliënte te kommunikeer.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar doeltreffende mondelinge aanbiedingsvaardighede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme; • Dra/beveel finansiële sake doeltreffend en gepas mondeling oor/aan komplekse en sensitiewe sake in die munisipaliteit; en • Voltooi voorleggings aan bestuur en kliënte.
2. Skriftelike kommunikasie Kommunikasie van komplekse inligting op 'n verstaanbare manier (taal en formaat) aan die spesifieke gehoor.	• Kommunikeer doeltreffend skriftelik op 'n manier wat minimale wysiging vereis; • Hou notules by vergaderings; • Berei elektroniese voorleggings voor;	• Openbaar bevoegdhede uit vlak 1; • Help met voorbereiding en hersiening van vooraf lees van opleidingsmateriaal, beleid en riglyne;	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei dokumente voor ooreenkomstig goedgekeurde metodologie, formaat en standaarde;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel verslagdoeningssjablone, proses en riglyne – mentorskap en leiding aan vorige vlakke;

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	• Berei bondige en duidelike dokumente/besprekingsdokumente voor soos en wanneer nodig; en • Proeflees dokumente met groot aandag aan besonderhede.	• Kommunikasie met rolspelers oor hul rolle en verantwoordelikhede; • Goeie verslagopstellingsvaardigheid; en • Numeriese, alfabetiese en skriftelike akkuraatheid.	• Voldoende hersiening, ontleding en gehaltebeheer; • Rapporteer akkuraat terug oor goedgekeurde sjablone wat verslag doen van nodige aanmeldingsinligting oor finansiële prosesse; en • Eskaleer/kommunikeer duidelik met die volgende vlak en word opgedra en gesteun met geldige redenasie indien en wanneer nodig.	• Berei oorwoë skriftelike kommunikasie van hoë gehalte voor insluitende korrespondensie en verslae aan komitees; en • Berei verslae aan komitees voor en/of hersien dit, maak seker dat duidelike kommunikasie met gepaste partye plaasvind.
3. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die diensleweringsoogmerke en -uitdagings te bereik.	• Verstaan hoe finansiële prosesse in die munisipaliteit uitgevoer word; • Basiese kennis van die munisipaliteit; • Basiese kennis van finansiële bedryf; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures; • Kennis en begrip van die munisipaliteit se funksionele direktorate; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan beleid en wetgewing van plaaslike regering; en • Dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaallikse planne in lyn met munisipaliteit se doelwitte en oogmerke; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan integrasie oor hierdie direktorate; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Dra inligting by tot hantering van die munisipaliteit se diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die spesifieke doelwitte en prioriteite van die munisipaliteit en plaaslike regering; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan strategiese integrasie daaroor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.
4. Probleemoplossing	• Hanteer duidelik gedefinieerde probleme wat	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om potensiële probleme te identifiseer, om die probleme in samestellende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.	taakspesifiek is en 'n lae impak en lae risiko het; • Pas 'n praktiese benadering tot probleemoplossing toe; • Pas stille kennis/ondervinding toe om vas te stel wat die beste oplossings moontlik is; en • Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word.	• Identifiseer probleme ná gedefinieerde diagnostiese prosesse; • Identifiseer verskillende alternatiewe opsies en kies die mees gepaste oplossings; • Verstaan potensiële impak van probleme op eie werksomgewing; en • Kan probleme identifiseer wat nie alledaags is nie en sal na toesighouer verwys om opgelos te word.	• Bring etlike oplossings/opsies en gebeurlikheidsplanne vir plaaslike probleme; • Betrek die gepaste persone om komplekse taakverwante probleme op te los; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings; en • Is intuïtief, het 'n begrip van simptome en kan potensiële probleme diagnoseer voordat hulle opduik.
5. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie.	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei take weekliks voor; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en • Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.

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			interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Vermoë om situasies en belangeposisies te lees en om op gepaste wyse te reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Is verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend met die media oor diensleweringsake.
Persoonlike bevoegdhede				
1. Aksie- en uitkomste-oriëntering	• Toon geesdrif om aan nuwe projekte/take deel te neem;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Is selfgemotiveerd; • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen; en • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik.	• Gewillig om nuwe uitdagings aan te pak; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.	• Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik; • Hou ander aanspreeklik vir hul prestasie en stel gepaste ingrypings in; • Stel uitdagende doelwitte vir die departement/eenheid; en • Motiveer ander om dinge beter te doen.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan detailoriëntering met grootprentjiedenke versoen; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
4. Gereedheid vir verandering	• Toon 'n gewilligheid om te leer; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend.	• Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
Bestuurs-/leierskapsbevoegdhede				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerd en professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem daadwerklik aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde,

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				vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van sy span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en

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				• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR BRAND EN REDDING

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Leerlingbrandbestryder	• Brandbestryder I • Brandbestryder II	• Senior brandbestryder • Pelotonbevelvoerder	• Stasiebevelvoerder • Afdelingsbevelvoerder	• Assistenthoofbrandweer-offisier • Visehoofbrandweeroffisier • Hoofbrandweeroffisier
KENNIS EN OMVANG VAN WERK	• Bou kennis op van bedryfsuitvoering van pligte in verband met bedryfstake; en • Uitvoering van bedryfstake onder goeie toesig.	**Brandbestryder I** • Verseker bedryfsgereedheid van voertuie en toerusting. **Brandbestryder II** • Uitvoering van bedryfstake volgens aanwysings van meerderes; en • Voorsien mentorskap en leiding aan meer junior brandbestryders.	**Senior brandbestryder** • Voer bedryfstake uit onder beperkte toesig; • Bestuur hulpbronne; en • Hulp met ontwikkeling van personeel. **Pelotonbevelvoerder** • Hou toesig oor uitvoering van take; • Voer bedryfstake uit; en • Toesigpligte onder toegewese afdeling, bv. openbare onderwys; vlootbestuur, brandveiligheid; ens.	**Stasiebevelvoerder** • Voer bestuursfunksies uit vir 'n spesifieke stasie/seksie. **Afdelingsbevelvoerder** • Aanvaar verantwoordelikheid: - Vir 'n stasie of 'n aantal stasies; of - Vir 'n seksie of afdeling; en • Toesigpligte onder toegewese afdeling, bv. openbare onderwys; vlootbestuur, brandveiligheid; ens.	• Personeelontwikkeling en -bestuur; • Verseker nakoming en toepassing van gepaste wetgewing; • Bestuur van belanghebbendes; • Strategiese bestuur; • Finansiële bestuur; • Lei en bestuur die branddienste; en • Hou toesig oor groot noodaktiwiteite.
ONDERVINDING	• Geen ondervinding nodig.	**Brandbestryder I** • 1 jaar bedryfsondervinding.	**Senior brandbestryder** • 4 jaar bedryfsondervinding	**Stasiebevelvoerder** • 7 jaar bedryfsondervinding	**Assistenthoofbrandweer-offisier**

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		Brandbestryder II • 3 jaar bedryfsondervinding.	waarvan 2 jaar op vlak van Brandbestryder 2 moet wees. **Pelotonbevelvoerder** • 6 jaar bedryfsondervinding waarvan 2 jaar op vlak van Senior brandbestryder moet wees.	waarvan 3 jaar op toesighouersvlak (pelotonbevelvoerder) moet wees. **Afdelingsbevelvoerder** • 10 jaar bedryfsondervinding waarvan 5 jaar op toesighouersvlak (peloton-/ stasie-bevelvoerder) moet wees.	• 8-12 jaar insluitende toepaslike bestuursondervinding. **Visehoofbrandweeroffisier** • 12 jaar insluitende toepaslike bestuursondervinding. **Hoofbrandweeroffisier** • 12 jaar insluitende toepaslike bestuursondervinding.
KWALIFIKASIE	• Toets van kandidaat se fisiese vermoë (CPAT); • Graad 12; • Kode: B-rybewys Voordelig; • Fisies en verstandelik fiks; • Mediese toets NFPA 1582; en • Geen kriminele rekord.	**Brandbestryder I** • Graad 12 of hoër; • Brandbestryder I-kursus; • Bewustheid van gevaarlike goedere ('hazmat'); • Eerstehulp vlak 3; • Kode: EB-rybewys: • Fisies en verstandelik fiks; • Mediese toets NFPA 1582; en • Geen kriminele rekord. **Brandbestryder II**	**Senior brandbestryder** • Volgens Brandbestryder II **plus;** • Pompoperateurs-/ lugtoestelkwalifikasie; • Brandvoorkomingskursus; • Brandondersoek; • Branddiensinstrukteur I; • Hoëvlakredding I; • Hoër Sertifikaat in brandtegnologie (branddienste); en • Kode C1-rybewys **Pelotonbevelvoerder** • Volgens Senior brandbestryder **plus**; • Vredesbeamptekursus;	**Stasiebevelvoerder** • Het deur die brandbestryders opgekom en tot pelotonbevelvoerderskwalifikasies verkry; plus • Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma in brandtegnologie; en • Rekenaargeletterdheid: MS Office **Afdelingsbevelvoerder** • Vorder van stasiebevelvoerder en het 'n toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma in brandtegnologie. • Rekenaargeletterdheid: MS Office	**Assistenthoofbrandweeroffisier** • Vorder van afdelingsbevelvoerder en het 'n toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma in brandtegnologie sowel as toepaslike bestuursondervinding. **Visehoofbrandweeroffisier en hoofbrandweeroffisier** • Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma of bacchalaureusgraad in brandtegnologie sowel as toepaslike bestuursondervinding. • Rekenaargeletterdheid: MS Office

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		• Volgens Brandbestryder I **plus;** • Kode C-rybewys • Brandbestryder II-kursus; • Gevaarlike goederebedryf/ Brand en redding; en • Toepaslike brandbestryder-sertifikaat.	• Brandbestryder I; en • Rekenaargeletterdheid: MS Office		
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**	**5**
Kern- professionele bevoegdhede					
1. Gemeenskaps- en klantefokus Vermoë om op die klant te fokus en diens van hoë gehalte te voorsien wat daarop ingestel is om in verskillende behoeftes te voorsien in die gemeenskappe wat bedien word.	Op opleiding om die bevoegdhede hier onder te bekom: • Bied 'n gepaste beeld aan die publieke en ander munisipaliteite; • Steun strategieë wat daarop gemik is om 'n munisipaliteit te bou wat die gemeenskap weerspieël wat dit bedien;	Bewese bevoegdheid bereik: • Bied 'n gepaste beeld aan die publiek en ander munisipaliteite; • Steun strategieë wat daarop gemik is om 'n munisipaliteit te bou wat die gemeenskap weerspieël wat dit bedien;	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer en tree op om die kwessies en behoeftes van verskillende groepe in die gemeenskap te hanteer; • Praat met mense in die gemeenskap en probeer die maatskaplike kwessies wat die gemeenskap raak, verstaan;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker plaaslike oogmerke word ooreengekom in samewerking met plaaslike statutêre en vrywillige agentskappe; • Identifiseer duidelik en reageer op die oogpunte en behoeftes van belanghebbendes en klante;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dryf dienslewering-mandate en -strategie om gemeenskapsdoelwitte te bereik; • Is sensitief vir die behoeftes en belange van ander munisipaliteite wanneer met hulle saamgewerk word; • Stel strukture en prosesse op wat doeltreffende

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	• Fokus in alle aktiwiteite op die klant; • Probeer klante se probleme so gou moontlik oplos; • Vra verskoning vir foute en stryk dit so gou moontlik uit en reageer vinnig op versoeke van klante; • Maak seker dat klante tevrede is met die diens wat hulle ontvang; • Bestuur klante se verwagtinge; • Hou klante op hoogte van vordering; en • Balanseer klante se behoeftes met munisipale behoeftes.	• Fokus in alle aktiwiteite op die klant; • Probeer klante se probleme sou gou moontlik oplos; • Vra verskoning vir foute en stryk dit so gou moontlik uit en reageer vinnig op versoeke van klante; • Maak seker dat klante tevrede is met die diens wat hulle ontvang; • Bestuur klante se verwagtinge; • Hou klante op hoogte van vordering; en • Balanseer klante se behoeftes met munisipale behoeftes.	• Identifiseer en bou verhoudings met invloedryke mense en groepe in die gemeenskap op; • Oorreed gemeenskapslede van die nodigheid om met die polisie en wetstoepassings-agentskappe saam te werk; • Moedig offisiers en personeel aan om oor die geskille wat hul plaaslike gebied beïnvloed, te leer; • Vind maniere om mense te help om die verskillende sienswyses in die gemeenskap te verstaan; • Vind maniere vir verskillende groepe om hul mening te gee en moedig dit aan; • Volg 'n sistematiese benadering tot versameling van inligting uit die gemeenskap; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; en	• Maak seker dat die munisipaliteit aansluiting vind by mense van alle ouderdomme, agtergronde en oogpunte; • Toon 'n oortuiging dat die munisipaliteit verantwoordelik is aan die plaaslike gemeenskap; en • Monitor dienslewering om seker te maak dat in klante se behoeftes voorsien word; • Maak seker mense verstaan dat die diens 'n deel van die gemeenskap is; • Spoor lede van die gemeenskap aan en help hulle om by die organisasie betrokke te raak; en • Bevorder die belange van die munisipaliteit by verskillende belanghebbendes.	werkverhoudings met die media aanspoor; • Verduidelik aan belanghebbendes en die publiek waarom en hoe geld in die munisipaliteit bestee word; • Balanseer maatskaplike en politieke behoeftes met finansiële beperkings; en • Het 'n aktiewe invloed op die manier wat verskillende etniese groepe die brand- en reddingsdienste, die polisie en wetstoepassingsdienste beskou.

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			• Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.		
2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.	• Identifiseer bronne van inligting en gebruik dit; • Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem; • Kan onderskei en toepaslike en belangrike inligting skei; • Neem inligting vinnig en akkuraat in; • Hersien al die inligting wat versamel is om die situasie te verstaan en logiese gevolgtrekkings te maak; • Identifiseer en koppel oorsake en gevolge; • Identifiseer wat verander kan word en wat nie; • Volg 'n sistematiese benadering tot oplossing van probleme;	• Openbaar bevoegdhede uit vlak 1; • Volg 'n sistematiese benadering tot versameling van inligting; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is; • Versamel inligting en idees van buite tot voordeel van die munisipaliteit; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Neem verskillende opsies in ag en oorweeg verskillende scenario's; en • Bring verbeeldingryke antwoorde op komplekse probleme voort.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dryf kreatiewe probleemoplossings-benaderings aan; • Steun voorstelle om komplekse probleme op te los; en • Oorweeg probleme/ sake wat op politieke vlak ontstaan, versamel toepaslike inligting en los sake doeltreffend op.

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	• Bly onpartydig en vorm nie oorhaastige oordele nie; • Verwys na statute, prosedures en presedente, waar nodig, voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem.	ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.		
3. Onderhandeling en beïnvloeding Vermoë om ander te oorreed en beïnvloed deur logika en	• Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite;	• Openbaar bevoegdhede uit vlak 1; • Hanteer besware deur probleme te	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer belangrike spelers in 'n situasie;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Assesseer die reaksie van kernspelers en pas	• Openbaar bevoegdhede uit vlak 1 tot 4; • Skep 'n visie van die toekoms waarmee ander

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redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.	• Gebruik logika en redeneringsvermoë om ander te oorreed en te beïnvloed; en • Bied kragtige redenasies aan.	erken en alternatiewe voor te stel; • Betrek mense met positiewe gesindhede om verbintenis van ander te kry; • Stel duidelike onderhandelingsmik punte en uitkomste; • Verstaan die onderhandelings-posisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is.	• Kry algemene instemming by alle vlakke; • Ontwikkel logiese argumente, oortuig alle betrokkenes van die voordele; • Fokus op belangrike elemente van komplekse sake om ander van die beskouing te oortuig; en • Pas redenasies aan om die punte in te sluit wat die meeste invloed sal hê op die ander betrokkenes.	redenasies dienooreenkomstig aan; • Onderhandel oor suksesvolle uitkomstes met belanghebbendes, verkry hulle steun om munisipale oogmerke te bereik; en • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.	kan saamstem en wat hulle aantreklik vind; • Identifiseer die werklike magsbasis in ander munisipaliteite as 'n uitgangspunt vir onderhandeling oor intermunisipale diensuitruiling en bestuur.
4. Volharding Toon volharding, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.	• Handel selfversekerd met lede van die publiek, put uit eie vaardighede en ondervinding; • Is gemaklik daarmee om alleen te werk met 'n gepaste vlak van toesig en leiding; • Het 'n positiewe beskouing van situasie en konsentreer op wat bereik kan word; • Is bewus van persoonlike spanning en doen stappe om dit te beheer; • Aanvaar kritiek en lof;	• Openbaar bevoegdhede uit vlak 1; • Is betroubaar in 'n krisis, bly kalm en dink helder; • Los konflik op en hanteer vyandigheid en beledigings op 'n kalm en beheerste manier; • Reageer rasioneel op uitdagings en vermy ongepaste emosie; en • Hanteer moeilike emosionele sake en beweeg dan aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur strydende druk en spanning; • Handhaaf professionele etiek wanneer voor druk van ander te staan kom; • Hanteer dubbelsinnigheid en maak werk van onsekerheid en frustrasie; en • Weerstaan druk om vinnig besluite te neem wanneer goeie oorweging nodig is.	• Openbaar bevoegdhede uit vlak 1 en 3; • Bly gefokus en aan beheer van situasies; • Neem en voer besluite deur, al is dit ongewild, moeilik of kontroversieel; en • Staan vas by 'n posisie as dit reg is om dit te doen.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur die aanpasbaarheid van die mag deur toegang tot inligting oor voorvalle en personeelbetrokkenheid, assessering van voorvalle en personeeloptrede en algemene beheer van doeltreffendheid van dienslewering.

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	• Beheers emosies en raak nie emosioneel betrokke by geskille nie; • Lê geduld aan die dag wanneer klagtes gehanteer word; • Tree met selfvertroue op wanneer uitgedaag word; en • Sê 'nee' wanneer nodig.				
5. Kommunikasie Dra idees en inligting doeltreffend oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat toegespreek word, wat 'n gemeenskaplike begrip verseker.	• Maak seker dat alle skriftelike en mondelinge kommunikasie bondig en goed gestruktureer is; • Dra inligting oor in 'n gepaste styl wat met die situasie verband hou; • Gebruik gepaste taal en vermy die gebruik van vaktaal; • Maak seker dat kommunikasie 'n duidelike doel het; • Maak seker dat kommunikasie feitelik, akkuraat en betyds voorsien word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander sê; • Gebruik korrekte spelling, punktuasie en taal;	• Openbaar bevoegdhede uit vlak 1; • Hanteer sake direk; • Dra behoeftes en instruksies duidelik oor; • Dra besluite en die redes daarvoor duidelik oor; • Kommunikeer persoonlik waar moontlik indien gepas; • Bestuur groepbesprekings doeltreffend; • Som inligting op om 'n gemeenskaplike begrip te verseker; • Steun redenasies en aanbevelings doeltreffend skriftelik; en • Kan akkurate, duidelike getuienis in 'n geregshof gee.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat mense belangrike boodskappe kry en besluite akkuraat ontvang; • Kan voorleggings voor 'n verskeidenheid gehore doen • Gebruik gepaste visuele hulpmiddele en tegnieke om die boodskap oor te dra en begrip aan te help; • Oorweeg hoe verskillende gehore inligting sal interpreteer; • Stel goed gestruktureerde verslae en skriftelike opsommings op; • Praat met gesag en selfvertroue; • Kommunikeer op 'n manier wat vir almal verstaanbaar en betekenisvol is; en • Kontroleer hoe doeltreffend	• Openbaar bevoegdhede uit vlak 1 tot 3; • Lewer doeltreffende voorleggings voor 'n groot verskeidenheid gehore; • Gebruik elke geleentheid om belangrike boodskappe te versterk; en • Verander die styl van kommunikasie om aan die behoeftes van die gehoor te voldoen.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Hanteer sake doeltreffend selfs onder groot druk van die media.

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	• Luister versigtig om te verstaan; en • Vra vrae om sake te verhelder.		kommunikasie vir die teikengehoor is.		
6. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Wakker vir potensiële belangebotsings en volg prosedures om konflik te hanteer; • Verstaan en volg munisipale beleid en wetgewing; • Verstaan beskikbare hulpbronne in munisipaliteit om etiese kwessies op te los; en • Kan betrokke risiko's in alternatiewe handelswyses identifiseer.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste optrede aan by toesighoudende praktisyns.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiële belangebotsings onder toepaslike professionele standaarde; • Identifiseer ander netelige sake en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag; • Neem voorlopige besluite en doen aanbevelings oor moeilike etiese kwessies; • Beveel gedragslyn aan gegrond op evaluering van toepaslike feite, kwessies en risiko's; en • Beveel aan dat 'n aanbeveling gedoen word en kan toon hoe daardie aanbeveling die gewenste oogmerke sal bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; en • Berei doeltreffende strategieë om gewenste oogmerke te bereik voor en voer dit uit terwyl toepaslike risiko's in ag geneem word.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Los etiese, sake- en geskilbotsings behoorlik op.
Funksionele bevoegdhede					
1. Brandbestryding Vermoë om brande te bestry.	• Kan die kennis van brandbestryding opdoen; • Kan instruksies volg en verstaan; en • Kan take onder goeie toesig uitvoer.	• Openbaar alle bevoegdhede uit vlak 1; • Kennis van gedrag van vuur; • Kennis van brandbestrydings-beginsels;	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Kennis van die taktiese metodes en prosedures wat met brandbestrydings-aktiwiteite gepaardgaan om 'n volle verskeidenheid van situasies of uitdagings	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kennis van tegniese brandbestrydings-aktiwiteite deur etlike hulpbronne te gebruik; en • Vermoë om aktiwiteite te hanteer in 'n voorval waar	• Openbaar bevoegdheidsvlak 1 tot 4; en • Dryf die strategie en standaardwerkprosedures vir brandbestryding vir die munisipaliteit aan.

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		• Vaardigheid in gebruik van gepaste instrumente en toerusting; • Kennis van standaardwerkprosedures en beleid oor brandbestryding; en • Vermoë om brandbestrydingstake onder toesig uit te voer.	op te los wanneer brande bestry word; en • Vermoë om voorval te hanteer.	etlike agentskappe betrokke is.	
2. Reddingsaktiwiteite Vermoë om redding en bevryding uit te voer.	• Kan die kennis van reddingsaktiwiteite opdoen; • Kan instruksies volg en verstaan; en • Kan take onder goeie toesig uitvoer.	• Openbaar alle bevoegdhede uit vlak 1; • Kennis van reddingstegnieke; • Vaardigheid in gebruik van gepaste gereedskap en toerusting; • Kennis van standaardwerkprosedures en beleid oor reddingsaktiwiteite; en • Kan reddingsaktiwiteittake onder toesig uitvoer.	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Kennis van die taktiese metodes en prosedures wat met reddingsaktiwiteite gepaardgaan om 'n volle verskeidenheid van situasies of uitdagings op te los tydens reddingsaktiwiteite; en • Vermoë om voorval te hanteer.	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kennis van taktiese reddingsaktiwiteite; en • Vermoë om aktiwiteite te hanteer in 'n voorval waar etlike agentskappe betrokke is.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Dryf die strategie en standaardwerkprosedures aan met betrekking tot reddingsaktiwiteite vir die munisipaliteit.
3. Spesiale aktiwiteite (gevaarlike goedere, stedelike soek-en-redding) Vermoë om spesiale aktiwiteite uit te voer.	• Vermoë om kennis van spesiale aktiwiteite op te doen; • Vermoë om instruksies te volg en te verstaan; en	• Openbaar alle bevoegdhede uit vlak 1; • Kennis van spesiaal aktiwiteitstegnieke; • Vaardigheid in gebruik van gepaste	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Kennis van die taktiese metodes en prosedures wat met spesiale aktiwiteite gepaardgaan	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kennis van spesiaal aktiwiteite; en • Vermoë om aktiwiteite te hanteer in 'n voorval waar	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Dryf die strategie en standaardwerkprosedures aan met betrekking tot spesiale aktiwiteite vir die munisipaliteit.

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	• Vermoë om take onder goeie toesig uit te voer.	gereedskap en toerusting; • Kennis van standaardwerkprosedures en beleid oor spesiale aktiwiteite; en • Kan take van spesiale aktiwiteite onder toesig uitvoer.	om 'n volle verskeidenheid van situasies of uitdagings op te los tydens spesiale aktiwiteite; en • Kan voorval hanteer.	etlike agentskappe betrokke is.	
4. Brandveiligheid en -voorkoming Vermoë om brandrisiko's en voorkomingsmaatreëls te identifiseer (hou verband met brandbestrydings-bestuurpersoneel).	• Kan die kennis van brandveiligheidskodes, -standaarde en toepaslike verordeninge opdoen; • Kan instruksies volg en verstaan; en • Kan take onder goeie toesig uitvoer.	• Openbaar alle bevoegdhede uit vlak 1; • Kennis van brand-veiligheidskodes, -standaarde en toepaslike verordeninge; • Vaardighede om brandveiligheids-risiko's te identifiseer; • Kennis van standaardwerk-prosedures en beleid oor brandveiligheid; en • Kan take van brandveiligheid onder toesig uitvoer.	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Kan geïdentifiseerde brandrisiko's versag as deel van beplanningsoefeninge voor die voorval; en • Kennis en vermoë om deel te neem aan noodreaksiebeplanning.	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kan 'n verskeidenheid metodes en strategieë integreer om brandrisiko's te verminder; en • Kan en het kennis om noodreaksieplanne vir geïdentifiseerde brandrisiko's te ontwikkel en implementeer.	• Openbaar alle bevoegdhede uit vlak 1 tot 4; • Kan toepaslike agentskappe skakel vir brandveiligheid- en -voorkomingsdoeleindes; en • Bepaal die munisipaliteit se brandveiligheid- en -voorkomingsprotokol met mede- senior brand- en reddingspersoneel.
5. Veiligheid en welstand Vermoë om die omgewings en werkspleksgevare in toepaslike wette, beleid en riglyne te bestuur.	• Kennis van die wette, beleid en riglyne wat met beroepsgesondheid en -veiligheid verband hou; en • Kan 'n risiko-assessering volgens	• Openbaar alle bevoegdhede uit vlak 1; • Kan uitkoms van risiko-assesserings oordra; en • Kennis van aanvaarde	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Kan ná 'n voorval ondervraging doen; en • Kan deelneem aan die ontwikkeling van risiko-assessering.	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kan projekspesifieke gevare en risiko's identifiseer, dokumenteer en oordra; en	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Rig en lei die bestuur van omgewingsgevare in toepaslike wette, beleid en riglyne.

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	standaardprotokolle uitvoer.	veiligheidspraktyke en prosedures by voorvalle om besering, skade aan eiendom of lewensverlies te voorkom.		• Vaardig om 'n verskillende gevare en risiko's in verskillende werksomgewings te herken en te versag.	
6. Mediese nooddienste Vermoë om mediese noodhulp te gee.	• Kan kennis van mediese noodhulp opdoen; • Vermoë om instruksies te volg en te verstaan; en • Vermoë om take onder goeie toesig uit te voer.	• Openbaar alle bevoegdhede uit vlak 1; • Kennis van mediese noodhulp; • Vaardigheid in gebruik van gepaste instrumente en toerusting; • Kennis van mediese noodprotokolle; en • Vermoë om nood-mediese take uit te voer.	• Openbaar alle bevoegdhede uit vlak 1 en 2.	• Openbaar alle bevoegdhede uit vlak 1 en 2.	• Openbaar bevoegdhede uit vlak 1 en 2.
7. Ontvangs van oproepe en versending Verwys na die vermoë om gepaste optrede op noodoproepe te ontvang, te verwerk en te kies.	• Vermoë om kennis van noodversendingsprosedures te verkry; • Vermoë om instruksies te volg en te verstaan; en • Vermoë om take onder goeie toesig uit te voer.	• Openbaar bevoegdhede uit vlak 1; • Ontvang en verwerp oproepe om hulp; • Herken die nodigheid van voorhospitaal-mediese noodhulpbronne; • Vermoë om radio- en telefoonkommunikasie uit te voer soos uiteengesit word in die standaard-werkprosedures (SOP);	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Openbaar tegniese bevoegdheid en uitgebreide kennis van alle kommunikasiesentrumtoerusting; • Vermoë om instruksies voor aankoms aan die persoon wat die noodoproep doen, te voorsien; en • Vermoë om inligting oor moontlike gevare vir die	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Vermoë om werklasbestuur volgens standaardwerkprosedures uit te voer; • Vermoë om noodvoorvalverslae op te teken en terug te kry; • Vermoë om enige klagtes, meganiese onklaarraking of probleme te dokumenteer en by die gepaste owerheid aan te meld; en	• Openbaar bevoegdhede uit vlak 1 tot 4.

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		• Kennis van en vermoë om voertuigreaksie-modus en konfigurasie te bepaal gegrond op die versender se evaluasie; • Vermoë om gepaste hulpbronne toe te ken soos bepaal deur die SOP; • Vermoë om die behoefte na reaksie van ander openbare veiligheidsagentskappe en eerste reageerders te herken; • Vermoë om volledige en akkurate inligting oor 'n voorval oor te dra; • Vermoë om die jongste kennisbasis van diensgebied te handhaaf, insluitende groot strate en openbare geboue; en • Vermoë om kaartboeke en GPS te gebruik.	reagerende personeel en agentskappe te voorsien.	• Vermoë om volledigheid en akkuraatheid van oproepinligting, reaksietye en vereiste skofverslae te verseker.	
Bevoegdhede ten opsigte van openbarediensoriëntering					
1. Interpersoonlike verhoudings	• Kan 'n verstandhouding met ander vorm en met hulle klaarkom;	• Openbaar alle bevoegdhede uit vlak 1;	• Openbaar alle bevoegdhede uit vlak 1 en 2;	• Openbaar alle bevoegdhede uit vlak 1 tot 3;	• Openbaar bevoegdhede uit vlak 1 tot 4; en

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Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kommunikeer doeltreffend; • Gee erkenning aan bydraes van ander; en • Kan op spanne werk.	• Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Kan reguit en eerlik, dog diplomaties en taktvol wees wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Sensitief vir hoe mense en die organisasie funksioneer.	• Bestuur verhoudings met verskillende belanghebbendes binne en buite die munisipaliteit doeltreffend.
2. Diensleweringsoriënte ring Die vermoë om gemeenskapsbehoeftes en -verwagtinge te verstaan, aandag daaraan te gee en te hanteer.	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3. • Goeie begrip van dienslewering en gemeenskap se sosio-ekonomiese behoeftes	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Praat doeltreffend met die media oor diensleweringsake.
Persoonlike bevoegdhede					
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Entoesiasties om nuwe projekte te bestuur; • Aanvaar nuwe uitdagings;	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke na; • Druk self en motiveer ander vir resultate; • Stel en bereik uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Jaag projekoogmerke meedoënloos na; • Dryf en motiveer ander; • Bereik uitdagende doelwitte; • Daarop gefokus om dinge beter te doen;	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Daarop gefokus om seker te maak dat strategie- en program-/projekuitkomstesbereik word.

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vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.		• Druk ander om by spertye te bly • Behou en ontwikkel kontak met ander.	• Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; en • Tree op indien doelwitte/oogmerke nie bereik word nie.	• Dryf tyd- en begrotingsparameters om op projekte te lewer; en • Behaal resultate deur te verseker dat oogmerke bereik word.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.

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Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Werk in 'n redelik gestruktureerde omgewing.	• Ontwikkel nuwe maniere om probleme op te los.	• Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.	
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak. • Leer uit ondervinding – herhaal nie foute nie; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter, mentor, eweknieë en navorsing).	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Behoort aan 'n netwerk in die bedryf.
6. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsben adering en voorsien rede vir voorgestelde oplossings; en	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat

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gevolge en implikasies. Kan die groot prentjie sien.	• Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; en • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme.	• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.	probleme nie in die toekoms weer voorkom nie.
Bestuurs-/leierskapsbevoegdhede					
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek af by kollegas.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Beïnvloed uitvoerende bestuur en politici doeltreffend.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde,	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur spanprestasie, gee erkenning aan spanbydraes en beloon doeltreffende diensleweringgefokusde uitkomstes van spanne.

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				vaardighede en kennis van spanlede.	
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van sy span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Omskep GOP/munisipaliteit se doelwitte vir die brand- en redding- funksionele gebied in die munisipaliteit.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde.	• Openbaar bevoegdhede uit vlak 1; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Mentor deur voldoende tyd en inspanning aan berading en afrigting van ondergeskiktes te wy; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Dryf die aantrekking, integrasie, ontwikkeling en behoud van personeel in die diens aan deur doeltreffende implementering van meganismes om mentering- en afrigtingspraktyk te steun; en • Mentor personeel wat aan hierdie rol rapporteer.

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			of moeilike situasies te hanteer; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Vermoë om die onderliggende oorsake vir swak prestasie te verstaan en die gepaste steun te gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	

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BEVOEGDHEIDSRAAMWERK VIR FORENSIESE SPESIALIS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistent- forensiese spesialis	• Forensiese spesialis	• Senior forensiese spesialis	• Eerste forensiese spesialis • Assistentbestuurder: Forensiese dienste
KENNIS EN OMVANG VAN WERK	• Doen forensiese werk volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare forensiese spesialis;	• Doen professionele forensiese werk onder die algemene leiding van 'n ervare senior forensiese spesialis.	• Lei, hou, beheer die forensiese werk en hou toesig oor forensiese spesialis.	• Bestuur, lei, hou, beheer die forensiese werk en hou toesig oor senior/forensiese spesialiste.
ONDERVINDING	• 0-2 jaar toepaslike ondervinding.	• 2-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding nodig wat 2 jaar ondervinding as toesighouer insluit.	• 8 jaar van meer toepaslike ondervinding (wat 2 jaar ondervinding as toesighouer insluit) wat alle aspekte van die forensiese funksie dek.
KWALIFIKASIE	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie in óf finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie in óf finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie in óf finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie in óf finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en • Rekenaargeletterdheid: MS Office

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Skriftelike kommunikasie Die vermoë om komplekse forensiese inligting in verstaanbare dokumente vir spesifieke gehore oor te dra.	• Berei oorwoë konsep-skriftelike kommunikasie van hoë gehalte voor; en • Proeflees dokumente akkuraat met groot aandag aan besonderhede.	• Openbaar bevoegdhede uit vlak 1; • Berei duidelike en bondige dokumente voor wat min wysigings nodig het; en • Kommunikeer doeltreffend skriftelik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Aanvaar primêre verantwoordelikheid; • Berei dokumente voor met minimale kontrolering deur toesighoudende forensiese praktisyn; en • Werk doeltreffend saam met kollegas aan groter skryfprojekte.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Aanvaar bestuurs-verantwoordelikheid om minder ervare praktisyns se werk te hersien en te redigeer.
2. Mondelinge kommunikasie Die vermoë om komplekse forensiese/etiese konsepte op 'n verstaanbare en oortuigende manier te artikuleer.	• Druk oogpunte, raad en forensiese/etiese standpunte doeltreffend en gepas uit oor eenvoudige sake binne sowel as buite munisipaliteit.	• Openbaar bevoegdhede uit vlak 1; en • Beveel posisies oor komplekse sake doeltreffend en gepas aan in munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beveel posisies oor komplekse en sensitiewe sake binne sowel as buite die munisipaliteit doeltreffend en gepas mondeling aan; en • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir private onderwerpe en probleme; en • Doen doeltreffend aanbevelings namens kliënte en munisipaliteit binne sowel as buite die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.
3. Aanbeveling/onderhandeling	• Verstaan posisies, gevolgtrekkings en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om kliënte of die munisipaliteit se belang in gepaste forums te ontwikkel en aan te bied en die beste moontlike uitkomstes aan te bied en deur onderhandeling te bereik.	aanbevelings aan toesighouers.	• Toon 'n begrip van basiese aanbevelings- en onderhandelingsbeginsels; en • Pas aanbevelings- en onderhandelingsbeginsels toe op bereiking van kliëntoogmerke.	• Stel die doelwitte en oogmerke van kliënte vas; • Berei voor vir onderhandelinge, insluitende 'n deeglike begrip van die tegniese vereistes en verdienstelikheid van elke posisie; • Neem 'n gepaste aanbevelings-/onderhandelingstyl aan in reaksie op die betrokke kwessies en persoonlikhede; en • Lê kreatiwiteit aan die dag in die bereiking van oplossings wat kliëntoogmerke bereik.	• Openbaar 'n verskeidenheid aanbevelings-/onderhandelingsvaardig-hede en -strategieë; en • Pas hierdie vaardighede en strategieë toe om optimale resultate vir kliënte te bereik.
4. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Verstaan en volg munisipale beleid, insluitende die etiese en gedragskode; en • Kan betrokke bedrogrisiko's in alternatiewe handelswyses identifiseer.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewehandelswyses; en • Beveel gepaste optrede aan by toesighoudende praktisyns.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiële belangebotsings onder toepaslike professionele standaarde; • Identifiseer ander netelige sake en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag; • Neem voorlopige besluite en doen aanbevelings oor moeilike etiese kwessies; • Beveel optrede aan gegrond op evaluasie van toepaslike feite, kwessies en risiko's; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Los etiese, sake- en geskilbotsings behoorlik op; • Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; en • Berei doeltreffende strategieë om gewenste oogmerke te bereik voor en voer dit uit terwyl toepaslike risiko's in ag geneem word.

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			• Beveel 'n aanbeveling aan en toon hoe die aanbeveling die gewenste oogmerke sal bereik.	
5. Organisatoriese bewustheid Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van regsbesluite op die publiek en die funksionering van die verskillende direktorate.	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van toepassing is in die spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die munisipaliteit se beleid en prosedures; • Dieptekennis van toepaslike munisipale wetgewing; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.
Funksionele bevoegdhede				
1. Forensiese ondersoek Kan hoofbeginsels van bedrogrisikobestuur vir die organisasie toepas om bedrogrisiko's sover moontlik te verminder.	• Dra by tot die uitvoering van forensiese ondersoeke; • Gebruik forensiese ondersoekmetodologie in 'n forensiese taak; • Verstaan die verantwoordelikhede, funksies en eienskappe van die munisipaliteit;	• Openbaar bevoegdhede uit vlak 1; • Omskep oogmerke in spesifieke planne; • Bepaal en verduidelik bedrogrisikotegnieke; • Dra by tot forensiese ondersoeke; • Berei konsep- forensiese ondersoekverslae voor;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bepaal en verduidelik bedrogrisiko-assesseringstegnieke; • Dra by tot die beplanning van 'n forensiese ondersoek;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Koördineer en beheer forensiese aktiwiteite vir bedrogrisikobestuur van die munisipaliteit.

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	• Verstaan die rol en verantwoordelikhede van alle versekeringsverskaffers; en • Verstaan die prosedures vir verkryging van forensiese bewys ooreenkomstig die wet van getuienis en ander toepaslike wetgewing.	• Verstaan beheerbeginsels, soos skeiding van funksies; • Beheer forensiese lêers; • Verstaan die prosedures vir verkryging van forensiese bewys ooreenkomstig die wet van getuienis en ander toepaslike wetgewing; • Verstaan die proses om verslag te doen oor bevindings van forensiese ondersoeke; en • Verstaan beheerbeginsels, soos skeiding van funksies.	• Pas beheerbeginsels toe, soos skeiding van funksies; • Koördineer pogings met ander versekeringsverskaffers; en • Implementeer die proses om verslag te doen oor bevindings van forensiese ondersoeke.	
2. Navorsing en ontleding Vermoë om 'n forensiese probleem in samestellende dele op te breek, hoofsake te identifiseer, gesag in die vorm van statute en presedentereg op te spoor en grondige regsredenasies saam te stel om 'n posisie te steun.	• Identifiseer toepaslike sake en feite; • Spoor gesag en/of presedentereg gepas vir die saak toe; en • Pas gesag toe op die beskikbare feite.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en ontleed komplekse feitepatrone en regskonsepte; • Identifiseer bykomende toepaslike sake waaraan aandag gegee moet word; • Bring praktiese idees en oplossings voort om aandag te gee aan sake wat aangebied word; • Dra idees en oplossings aan toesighouer oor; en • Handel take doeltreffend af, herken geskiktheid van tyd en koste.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur feiteondersoeke en delegeer navorsing aan ander forensiese praktisyns en gee duidelike, georganiseerde take. • Organiseer en sintetiseer werk, insluitende die werk van ander, in 'n volledige, oorwoë ontleding; • Voorsien praktiese raad aan kliënte gegrond op ontleding; en • Prioritiseer alternatiewe handelswyses gegrond op navorsing en ontleding.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Evalueer ontledings wat deur ander voorberei is krities; • Ontwikkel raad en oplossings gegrond op hierdie ontledings; en • Dra raad en oplossings duidelik aan kliënte en ander oor.

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Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en met hulle klaarkom; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie. • Bewus van hoe mense en organisasies funksioneer; en • Sensitief vir hoe mense en organisasies funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.

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3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Tree doeltreffend in interaksie met algemene publiek; • Vestig 'n samewerkende verhouding met die gemeenskap; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
Persoonlike bevoegdhede				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, spertye te bereik en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om aan nuwe projekte/take deel te neem; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen; en • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 en 2; • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik; • Hou ander verantwoordelik vir hul prestasie en stel gepaste ingrypings in; • Stel uitdagende doelwitte vir die departement/eenheid; en • Motiveer ander om dinge beter te doen.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en	• Openbaar bevoegdhede uit vlak 1 en 2; • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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	• Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	het 'n kalmerende invloed op ander.	• Beplan en inisieer nuwe maniere om vooruit te gaan.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Oorweeg alternatiewe; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te	• Toon gewilligheid om nuwe dinge te leer en kennis in te win;	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; en

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ontwikkel en op deurlopende selfverbetering te fokus.	• Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Bevorder beste praktyk.	• Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
Bestuur/leierskap				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Gebruik invloed om oogmerke te bereik; • Projekteer gesag en geloofwaardigheid; en • Kom tot vergelyk en bring strategiese sake in lyn deur persoonlike invloed te gebruik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees oor grense in departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bevorder 'n sterk gevoel van samehorigheid;

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				• Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van sy span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë Artikuleer take en verwagtinge duidelik en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Verstaan munisipaliteit se behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke

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		moeilike situasies te hanteer.	produktiewe manier in die werksomgewing toe; • Verstaan vereistes vir professionele ontwikkeling van personeel; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Verstaan vereistes vir professionele ontwikkeling van forensiese professionele; • Kan gepaste opleidingsingrypings te ontwikkel; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.

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BEVOEGDHEIDSRAAMWERK VIR GEOMATIKA

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Geomatikategnikus • Opmetingstegnikus • Fotogrammetrietegnikus • Afstandswaarnemingstegnikus	• Senior geomatikategnikus • Senior opmetingstegnikus • Senior fotogrammetrietegnikus • Senior afstandswaarnemings-tegnikus	• Eerste geomatikategnikus • Eerste opmetingstegnikus • Eerste fotogrammetrietegnikus • Eerste afstandswaarnemings-tegnikus	• Geomatikahoof • Geomatikabestuurder
KENNIS EN OMVANG VAN WERK	• Pas basiese begrippe en kennis toe op aspekte in die dissiplines van opmeting, fotogrammetrie of afstandswaarneming; en • Help die senior tegnikus en is vertroud met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, kaarttekening.	• Pas teoretiese kennis toe op aspekte in die dissiplines van opmeting, fotogrammetrie of afstandswaarneming; en • Help die tegnoloog en is vertroud met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, datastelproduksie en uitsetaanbieding.	• As vlak 2 en het kennis van en kan al die aktiwiteite in die dissipline uitvoer; en • Kennis van bestuursmetodes wat 'n mens nodig het om toesig te hou oor 'n aantal personeel en/of ander beroepspersone te mentor.	• As vlak 3; en • Bestuur van 'n span van senior beroepspersone/tegnoloë.
ONDERVINDING	• 1-2 jaar toepaslike ondervinding nodig.	• 2-5 jaar toepaslike ondervinding ná kwalifikasie nodig.	• 5-8 jaar toepaslike ondervinding ná kwalifikasie nodig.	• 8 jaar en meer toepaslike ondervinding ná kwalifikasie nodig wat alle aspekte van die geomatikafunksie dek.
KWALIFIKASIE	• 'n Toepaslike tegniese tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma in geomatika; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike tegniese tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma in geomatika; • Registrasie met SAGR in 'n toepaslike tegnikuskategorie. (Registrasie is opsioneel); en	• 'n Toepaslike tegniese of professionele tersiêre kwalifikasie, verkieslik 'n BTech of B-graad op die gebied van geomatika. • Registrasie met SAGR in 'n toepaslike tegnikus- of	• 'n Toepaslike professionele tersiêre kwalifikasie, verkieslik 'n 4-jaar- professionele B-graad op die gebied van geomatika; • Registrasie met SAGR in 'n toepaslike professionele

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		• Rekenaargeletterdheid: MS Office	professionele kategorie. (Registrasie is opsioneel); en • Rekenaargeletterdheid: MS Office	kategorie. (Registrasie vereis); en • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
PROFESSIONELE BEVOEGDHEDE				
1. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die diensleweringsoogmerke en -uitdagings te bereik.	• Verstaan hoe die gebou-ontwikkelingsbestuursproses in die munisipaliteit uitgevoer word; • Basiese kennis van die munisipaliteit; • Basiese bedryfskennis; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures; • Kennis en begrip van die munisipaliteit se funksionele direktorate; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan beleid en wetgewing van plaaslike regering; en • Verstaan die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaallikse planne in lyn met munisipaliteit se doelwitte en oogmerke; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan integrasie oor hierdie direktorate; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Dra inligting by tot hantering van die munisipaliteit se diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die spesifieke doelwitte en prioriteite van die munisipaliteit en plaaslike regering; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan strategiese integrasie daaroor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.
2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en	• Identifiseer bronne van inligting en gebruik dit;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beveel innoverende denke by probleemoplossing aan; en

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kwessies te identifiseer om doeltreffende besluite te neem.	• Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem; • Kan onderskei en toepaslike en belangrike inligting skei; • Neem inligting vinnig en akkuraat in; • Hersien al die inligting wat versamel is om die situasie te verstaan en logiese gevolgtrekkings te maak; • Identifiseer en koppel oorsake en gevolge; • Identifiseer wat verander kan word en wat nie; • Volg 'n sistematiese benadering tot oplossing van probleme; • Bly onpartydig en vorm nie oorhaastige oordele nie; • Verwys na statute, prosedures en presedente, waar nodig, voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem.	• Volg 'n sistematiese benadering tot versameling van inligting; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	• Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer; • Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Neem verskillende opsies in ag en oorweeg verskillende scenario's; • Bring verbeeldingryke antwoorde op komplekse probleme voort; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.	• Versamel inligting en idees van buite tot voordeel van die munisipaliteit.
3. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en

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en dan daardie aktiwiteite volgens plan uit te voer.	• Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie.	• Voer take uit in volgorde van prioriteit en dringendheid.	• Voer take uit of delegeer dit na die gepaste individue	• Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.
4. Inligtingsbestuur Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.	• Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaaie en databasisse soos gepas; • Gaan data na wanneer dit ingevoer word vir ooglopende foute. • Formaliseer en verbeter sjablone; en • Bestuur die sentrale bewaringsplek en dokumente.	• Openbaar bevoegdhede uit vlak 1; • Voer data-ontleding uit in monitering en aanmelding van sjablone deur na te gaan vir onreëlmatighede wat 'n aanduiding is van ooglopende foute of kwellinge; en • Identifiseer kwellinge en verbeteringsgebiede waaraan aandag gegee moet word ten opsigte van monitering van data.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensieel beduidende risiko's te ontleed en te identifiseer van bekende bronne van risiko om die bestuur oor die identifikasie en verkleining daarvan bewus te maak; • Dokumenteer aanmeldingsinligting in vereiste formate en kategorieë om bestuur te help met die ontleding en interpretering en van kwartaallikse risikotendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursagteware ingevoer is en onttrek akkurate verslae.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur, hersien en ontleed aanbodkettingbestuurs-(AKB-)inligting en gevolgtrekkings; • Stel verslae saam en hersien dit en maak gevolgtrekkings op grond van resultate wat verkry is; en • Onderhou etlike elektroniese pakkette en stelsels wat vir rekordbestuur nodig is
FUNKSIONELE BEVOEGDHEDE				
1. Geo-ruimtelike data-insameling Die vermoë om data in samel wat met die aarde se oppervlak verband hou deur verskillende datavasleggingstegnieke te gebruik insluitende LIDAR, IFSAR, lugfotografie en ander primêre datavasleggingstegnieke na grondbeheer wat GPS en/of	• Bewustheid van datavasleggingstegnieke en impakte oor akkuraatheid en presiesheid; • Verstaan die kwessies van visuele aanbieding van ruimtelike data en die verhouding daarvan met datavasleggingstegnieke; • Verstaan skaalbaarheid, geskiktheid vir doel en akkuraatheidsbeperkings;	• Openbaar bevoegdhede uit vlak 1; • 'n Goeie begrip van bronne van foute, waarskynlikheid en statistiese ontleding volgens eie praktyksgebied; • Is vertroud met moderne GPS, opmetingsinstrumente, LIDAR en lugbeeldvormingsensors en fotogrammetrie; en • Is vertroud met die konsep van 3D-modelbou.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verduidelik komplekse kartering-/opnamekwessies aan kliënte; • Reageer gepas op kliëntebehoeftes. • Vertroud met alle geomatikaspesifikasies en riglyne volgens praktykgebied; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die prosesse en standaarde die geo-ruimtelike data-insameling; • Verseker die bestuur van verkrygde inligting.

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tradisionele opmetingstegnieke gebruik.	• Gebruik datavasleggingsinstrumente en tegnologie en gebruik nagaantegnieke; en • Verstaan die elemente wat bydra tot datagehalte en nagaanmaatstawwe.		• Verstaan opnamekontrakte en -spesifikasies (in samewerking met senior kollegas).	
2. Geomatikastelsels en -sagteware Die vermoë om toepaslike geomatika-instrumente en -sagteware te gebruik en aan te pas by die spesifieke taak. Dit sluit dissiplines van opname, afstandswaarneming of fotogrammetrie in en hoef nie al die bogenoemdes in te sluit nie.	• Voer basiese datavaslegging in 'n dissipline uit.	• Openbaar bevoegdhede uit vlak 1; en • Openbaar sagtewarevaardighede in 'n dissipline met gevorderde sagteware-instrumente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik pasmaakinstrumente om taakspesifieke instrumente te skep; en • Kan bykomende maar verwante sagtewarepakkette gebruik indien nodig, en toon daardeur aanpasbaarheid en deeglike begrip van die betrokke dissipline.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Goed vertroud met die werking van rekenaarsagtewarepakkette.
3. Opmeting Hierdie bevoegdheid dek aspekte van topografiese en ingenieursopmeting. Dit behels die versameling, verwerking, ontleding en verspreiding van geo-ruimtelike data.	• Maak ruimtelike data vir beheernetwerke en/of topografiese detailopmetings bymekaar en doen gehaltebeheer; • Maak data bymekaar en/of manipuleer dit vir 'n spesifieke gebruik in 'n geografiese inligtingstelsel (GIS); • Baken ruimtelike data af vir ingenieurstoepassings wat moderne opmetingsinstrumente gebruik; en • Onderneem gelykmaking en presiese gelykmakingsopmetings.	• Openbaar bevoegdhede uit vlak 1; • Kan verantwoordelik wees vir en seker maak dat opmetingstoerusting ten volle gekalibreer is en verstaan die belangrikheid van kalibreringsmetodes en die verhouding van datagehalte; • Onderneem GNSS-waarnemings ná die proses en voer aanpassings in 'n netwerk uit; • Voer uitgangstransformasies uit en verstaan die verhouding tussen plaaslike uitgangs- en globale uitgange soos WGS84;	• Openbaar bevoegdhede uit vlak 1 en 2; • Aanvaar volle verantwoordelikheid vir opmeetprojekte ooreenkomstig goedgekeurde spesifikasies, prosedures en klantevereistes; • Vind, hanteer en assesseer opnamekontrakteurs wat werk namens die munisipaliteit doen; • Gee raad aan kliënte oor nasionale wetgewing en die invloed daarvan op opnameaktiwiteite; • Installeer presisie-opnamebeheernetwerke volgens ingenieursvereistes;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Voorsien getuienis vir verteenwoordiging aan hoë hof, bv. resultate van vervormingsontleding; • Ampsdraer as kommissaris van ede; en • Teken regsdokumente af waarvoor 'n geregistreerde beroepspersoon verantwoordelikheid moet aanvaar, volgens die Wet op die Suid-Afrikaanse Geomatikaraad.

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		• Is betrokke by projekinisiasie en uitvoering as senior landmeter insluitende assessering van opmetingsvereistes, toerustingspesifikasies en geskiktheid; • Onderneem ingenieursopmetings om dimensionele beheer te voorsien, uitlegging en gehalteversekeringskontrole vir die konstruksiebedryf te doen; en • Ten volle vertroud met moderne opmeetinstrumente en verstaan gehaltebeheermaatreëls.	• Beplan en onderneem vervormingsotledingsprojekte; en • Monitor gebou- en struktuurbewegings volgens spesifieke tydlyne.	
4. Meting van grond en eiendom Datavaslegging en opmeting/meting van grond. Hou verband met landmeting, kadasteropmeting en gemete gebouopname.	• Verstaan en gebruik verskillende opmetingsinstrumente (EDM's; outomatiese waterpasse, lasers, ens.); • Is bewus van alle kontroleprosedures en kan die gepastheid van verskillende instrumente en metingstegnieke bepaal; • Verstaan die beginsels van bronne van foute; • Verstaan datavasleggingstegnieke en beperkings van gebruik; • Verstaan die beginsels van datavoorstelling en die gebruik van gepaste datavasleggingstegnieke om opname-uitsette te bereik;	• Openbaar bevoegdhede uit vlak 1; • Gebruik gevorderde datavasleggingsinstrumentasie soos weerkaatserlose EDM, GPS, hand-GIS-datavasleggingsinstrumente, ens.; • Verstaan die beginsels van gemete gebouopname en die uitsette daarvan; • Verstaan die verskille tussen verskillende datavasleggingstegnieke en hul geskiktheid vir doel; • Gebruik die naprosesseringstegnieke wanneer nodig;	• Openbaar bevoegdhede uit vlak 1 en 2; • Ten volle vertroud met alle wetgewing, regulasie s en spesifikasies oor geomatika; • Verstaan basiese beginsels oor deeltitelplanne en landmetersertifikate; • Gee raad oor gepaste datavasleggingstegnieke; • Verduidelik komplekse landmetersdatategnieke en -terminologie aan kliënte; • Beskryf die beginsels van metadata en eiendomsdatainligting en -versoenbaarheid; • Onderneem deeltitelopmetings en opstel van planne; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Teken regsdokumente soos bakenooreenkomste af; • Voorsien getuienis vir verteenwoordiging voor hoë hof; • Voorsien insette by grensgeskille, ens.; en • Ampsdraer as kommissaris van ede.

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	• Verstaan beginsels van norme, verwysing; • Merke, blokhoeke, TSM's en trigonometriese bakens; • Verstaan basiese inligting oor diagramme en algemene planne; • Onderneem kadasteropmetings soos onderverdelings en konsoliderings; • Stel eenvoudige diagramme op, ens.; • Onderneem grensverskuiwings; en • Onderneem waarnemingsopmetings in verhouding tot kadastergrense.	• Verstaan basiese verhouding tussen kadaster- en eiendomsbewysverslae; • Verstaan spesifikasies en regulasies; • Onderneem komplekse opnames en opnames van algemene planne; • Stel komplekse diagramme en algemene planne insluitende serwitute op; • Skep serwitute en verstaan implikasies daarvan; • Meet op en skep LM-sertifikate; • Bestuur en organiseer alle vereiste grondgebruikgoedkeurings en -prosesse; en • Dien landmetersverslae in by SGO.	• Bestuur opmetings vir grensgeskille en -oorskrydings.	
5. Geo-ruimtelike kartering en modellering Die produksie van digitale elevasiemodelle, digitale terreinmodelle, 3D-modellering of enige vorm van geografiese uitset insluitende 3D- GIS datavaslegging en uitset.	• Verstaan beginsels van geomatika; • Kennis van 'n verskeidenheid van sagtewaretoepassings en instrumente; • Bewus van datavasleggingstegnieke en die uitkringeffekte op akkuraatheid en presiesheid; • Verwerk en bestuur 'n verskeidenheid geo-ruimtelike datatipes; en • Lê verskillende 3D-datastelle vas.	• Openbaar bevoegdhede uit vlak 1; • Ontleed, gaan 3D-datastelsels bevoeg na en hanteer gehalteversekering; • Verwerk en wysigings van digitale terreinmodelle, digitale elevasiemodelle; • Skep, redigeer, verwerk en gehalteversekering van 3D-geboumodelle; • Verstaan die beginsels van data-integrasie en versoenbaarheid, integrasie van verskillende datastelle om aan kliëntebehoeftes te voldoen;	• Openbaar bevoegdhede uit vlak 1 en 2; • Ten volle vertroud met die produksie van digitale terreinmodelle, digitale elevasiemodellering en dataïntegrasietegnieke; • Voorsien geo-ruimtelike dienste aan kliënte; • Voer gespesialiseerde geo-ruimtelike ontleding en projekte uit (bv. vloedontleding, uiters akkurate kontoermeting, veranderingsopsporing, nabyinfrarooibeelding, siglynontleding);	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker dat geo-ruimtelike datadienste aan kliënte gegee word; • Bestuur die verkryging van geo-ruimtelike datavelle insluitende lugbeelde, skuins beelde, Lidar-data, digitale terreinmodelle, 3D-boumodelle; en • Gespesialiseerde geo-ruimtelike konsultering.

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		• Verstaan skaalbaarheid in die konteks van kartering sowel as gebruikersvereistes; • Uitgebreide kennis van 'n verskeidenheid van geo-ruimtelike pakkette en die gebruik daarvan; • Onderneem geo-ruimtelike ontledingsprojekte; en • Verwerk en ontleed puntwolkdata.	• Bestuur en onderhou etlike geo-ruimtelike databasisse; en • Voorsien geo-ruimtelike konsultering.	
6. Afstandswaarneming Gebruik afstandswaarnemingbeelde om beeldontleding te doen om data te verkry.	• Verstaan die basiese beginsels van afstandswaarneming; • Voltooi beeldverwerking; • Is vertroud met verskillende soorte afstandswaargeneemde data; • Openbaar 'n vermoë om visuele beeldinterpretasie uit te voer; • Ontleed data van aktiewe en passiewe sensors; en • Voer beeldmosaïeksamestelling uit.	• Openbaar bevoegdhede uit vlak 1; • Stel inligting saam in 'n gestruktureerde beeldontledingsverslag; • Funksioneel bevoeg om met sagteware te werk vir verwerking, onttrekking en ontleding; en • Onderneem gevorderde beeldverwerking.	• Openbaar bevoegdhede uit vlak 1 en 2; • Vergelyk en gee raad oor voordele van alternatiewe metodologie; • Kan projekontwerp en opstel van spesifikasies te voltooi; • Bring verslae, foutopsporing en ontledings voor; • Voer prosesse van beeldmosaïeksamestelling uit; en • Bly op hoogte van jongste tegnologiese ontwikkelings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Gee raad oor afstandswaarneming; en • Pas verskillende beeld- en dataverkrygingsprosesse toe.
7. Fotogrammetrie Gebruik digitale afstandswaargeneemde beelding met fotogrammetriese beginsels om inligting en ontleding te voorsien oor die aarde se oppervlak; maak presiese 3D-metings en datavaslegging van die landskap of kenmerke daarvan.	• Verstaan die beginsels van fotogrammetrie; • Voer fotogrammetriese metings (3D) uit; • Verstaan skuins fotografie; • Verstaan en voer triangulasie- en ortorektifikasieprosedures uit; • Verstaan beeldgehaltevereistes en -effekte; en	• Openbaar bevoegdhede uit vlak 1; • Interpreteer vliegtuigkamerakalibrerings; • Kan fotogrammetriese toerusting opstel; • Voer beeldbalansering, gehaltebeheer en mosaïeksamestelling uit; • Verwerk DEM-data;	• Openbaar bevoegdhede uit vlak 1 en 2; • Vergelyk en gee raad oor voordele van alternatiewe metodologie. (bv. UAV's) • Projekteer ontwerp en stel spesifikasies op; • Voltooi gehalteversekering en ontleding van 3D-data; en • Bly op hoogte van jongste ontwikkelinge in verband met	• Openbaar bevoegdhede uit vlak 1 tot 3; • Voorsien beredeneerde raad oor tenders en kontrakte; • Administreer die tender- en verkrygingsproses vir beeldverkryging; en • Bewese vermoë van projek- en kontrakbestuur.

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	• Bevoeg om fotogrammetriese sagtewaretoepassings te gebruik.	• Lê 3D-data vas en bewaar dit in geodatabasisse; • Verwerk, redigeer en doen gehalteversekering op 3D-data; en • Bestuur fotogrammetrieprojekte.	fotogrammetrie, insluitende vliegtuigkameras.	
8. Data-uitruiling Manipuleer, ontleed en visualiseer data om die genoemde vereiste te bereik.	• Verstaan verskillende ruimtelike dataformate en ken datatipes toe; en • Verstaan die basiese beginsels van projeksies en ellipsoïede.	• Openbaar bevoegdhede uit vlak 1; • Kies 'n kaartprojeksie en omskep data tussen projeksies; • Samel metadata vir ruimtelike data in en lê dit vas om korrekte gebruik en manipulasie van data te verseker; • Verstaan oordragprotokolle vir ruimtelike data; • Verstaan konsepte en prosesse van datawisseling; en • Voer dataveralgemening, -aggregasie, wisselings en omskeppings uit.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Kan geskiktheid vir gebruik van ruimtelike data assesseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verseker nakoming van SDI ten opsigte van metadata; en • Verseker nakoming van korporatiewe ruimtelike standaarde en werkvloei.
9. Databasisontwerp en -bestuur Die vermoë om databasisse te implementeer, te ontwerp en te bestuur.	• Openbaar 'n begrip van gerekenariseerde databasisbestuurstelsels; • Ontwikkel eenvoudige SQL-navrae; • Bewus van die beginsels van ruimtelike data in databasisse; en • Skep en gebruik 'n eenvoudige plaaslike persoonlike databasis, bv. lêer geodatabasis, ens.	• Openbaar bevoegdhede uit vlak 1; en • Openbaar 'n begrip van algemene databasisteorie; • Ontwerp en ontwikkel 'n omvattende databasis; • Gebruik die SQL-taal om 'n databasistoepassing te skep, wysig, ondervra en bestuur; en • Hulp met databasisbestuur.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwerp en ontwikkel 'n databasistoepassing; en • Voer lewensiklusbestuur van tydruimtelike data uit.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Maak seker dat databasisbestuurspraktyke geïmplementeer word.

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10. Professionele gedrag Die vermoë om as 'n beroepsgeomatikus in eie dissipline en in die konteks van die munisipale gebied en ander bedrywe te werk en die gedragskode en etiese standaarde te volg.	• Pas gepaste tydbestedingsbeheer op die werk van 'n departement/afdeling/seksie toe; • Hanteer take professioneel; • Hou by munisipaliteit se kode van gedrag etiese standaarde; en • Hou by riglyne oor beste praktyk.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel, implementeer en bestuur 'n projek- of aktiwiteitsplan; • Neem deel aan die verduideliking van sake oor 'n konsulteringsinteraksie; en • Verseker dienslewering deur persoonlike kontak.	• Openbaar bevoegdhede uit vlak 1 en 2; • Werk professioneel en gebruik foutsporingstegnieke terwyl kreatiewe denkprosesse toegepas word; • Identifiseer en interpreteer riglyne van beste praktyk en beplan vir en implementeer beste praktyk in die span, departement of afdeling; • Hou toesig oor die professionele uitvoering van daaglikse funksies en projekte; • Evalueer en pas die prosesse van beplanning en beheer toe waar dit verbond hou met korporatiewe strategie, begrotings; • Hou by wetlike vereistes; en • Gee aandag aan alle wetgewingsake insluitende gesondheids- en veiligheidsvereistes.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor en bestuur projekte en items op vlak 1-3; en • Doen verslag aan senior munisipale bestuurders oor gedrag en etiek.
11. Beeldontleding Die vermoë om beelde te gebruik in prosesse: beeldverwerking, fisiese beginsels van afstandswaarneming, ruimtelike statistiek, voorspelling en simulasie.	• Verstaan die beginsels van afstandswaargeneemde beelding; • Voer basiese beeldontledingstake uit.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n volwasse vermoë van interpretasie van visuele beelding van die werklike wêreld; • Kan gehalteversekering en ontleding en bestuur van defekte in beelde voltooi; • Ontleed data wat deur 'n aktiewe sensor verkry is; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwerp 'n beeldontledingsverslag; • Verstaan die beginsels van afstandswaargeneemde beelding; • Bly op hoogte van jongste tegnologiese ontwikkelings; • Stel beeldontledingsverslae saam; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Administreer die beeldverkrygingsproses; en • Gee raad oor en konsulteer oor beeldprodukwerkvloei en -spesifikasies.

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		• Verstaan en pas die proses van beeldmosaïeksamestelling toe.	• Stel beeldverkryging, -prosessering en produkspesifikasies saam.	
12. Ruimtelike bewustheid Die vermoë om fisiese waarneming, grafiese, kartografiese kommunikasie (insluitende interpretasie, inligtingsgebruik en kennisinname) te besit en te verstaan.	• Openbaar 'n vermoë om kaarte te lees; • Openbaar 'n begrip van die basiese beginsels van ruimtelike data; • Openbaar 'n begrip van topologie; en • Verstaan basiese dataverhoudings en hoe om ruimtelike navrae te hanteer.	• Openbaar bevoegdhede uit vlak 1; • Verstaan dataverhoudings en hoe om ruimtelike navrae te hanteer; en • Bewus van ruimtelike navrae, verbindings en verhoudings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kies 'n kaartprojeksie vir kartografiese ontwerp en produksie; • Verstaan 'n begrip van gevorderde beginsels van ruimtelike data en dataverhoudings; en • Ontwerp en bestuur projekte vir ruimtelike kartering.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Verstaan gevorderde beginsels van ruimtelike data en dataverhoudings.
13. Ruimtelike ontleding Die vermoë om ruimtelike navrae uit te voer en kartografiese modelle te bou.	• Voer basiese ruimtelike en gemengde navrae onder toesig uit; • Verstaan basiese konsepte en teorie van netwerke; • Openbaar 'n basiese begrip van ruimtelike modellering in GIS; en • Verstaan basiese konsepte van kartografiese modellering.	• Openbaar bevoegdhede uit vlak 1; • Verwerk en/of skep eenvoudige kartografiese modelle onder toesig; • Voer ruimtelike foutontleding uit; • Voer 2,5D-vektoroppervlak-navrae onder toesig uit; • Voer navrae oor bestaande netwerke onder toesig uit; • Verstaan konsepte en teorie van netwerke; • Skep skematiese diagramme; en • Voer ruimtelike ontleding uit volgens kliëntevereistes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bou geoutomatiseerde datanavrae tussen datastelle; en • Verwerk en/of skep komplekse kartografiese modelle.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Goed vertroud daarmee om ruimtelike ontleding uit te voer.
14. Inligtingstegnologie Die vermoë om inligtingstegnologie en -tegnieke te gebruik om programme in die GIS-	• Pas eerstelinieprobleemoplossings- en diagnostiese tegnieke op toestelle toe; • Kan doeltreffend met IT-praktisyns te kommunikeer; en	• Openbaar bevoegdhede uit vlak 1; • Pas die beginsels van rekenaarprogrammering toe; • Kan 'n teks lees en basiese wysigings aanbring; en	• Openbaar bevoegdhede uit vlak 1 en 2; en • Pas die beginsels toe om 'n rekenaarprogram te skep deur 'n voorwerpgeoriënteerde en/of prosessuele	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker koppelvlak met die IT-departement is daar om programme in die GIS-omgewing te steun.

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omgewing te hou. Kan met IT-praktisyns kommunikeer.	• Het 'n basiese begrip van die beginsels van rekenaarprogrammering.	• Kommunikeer vaardig met sagtewaresteun.	programmeertaal te gebruik deur 'n skripinstrument te gebruik.	
15. Konsultasie Voorsien konsultasiedienste aan 'n verskeidenheid kliënte vanaf projekbegin tot voltooiing. Konsultasie vind plaas op die gebiede van geomatika met betrekking tot die kwalifiserende dissipline.	• Verstaan die belangrikheid om oor 'n duidelike kontrak met kliënte ooreen te kom; • Verstaan die nodigheid vir die beplanning, tydreëling en bestuur van konsultasie-ingrypings; • Verstaan die behoefte om die gebruik van hulpbronne te bestuur; • Het 'n bewustheid van die behoefte om kliënteverwagtinge te bestuur; • Het 'n bewustheid van en respek vir vorme van verslagdoening; en • Het 'n bewustheid van die belangrikheid van vertroulikheid wanneer met sensitiewe inligting gewerk word.	• Openbaar bevoegdhede uit vlak 1; • Berei konsultasiedienssplanne voor; • Hanteer etiese dilemmas; • Hou gepaste verslae; en • Het 'n begrip van en gee aandag aan allerhande probleme, risiko's en kwessies wat tydens elke fase van die konsultasiesiklus kan ontstaan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei kliëntopdragte voor; • Werk verslae aan kliënte by; • Kom ooreen oor kliëntkontrakte; • Voorsien verslae wat strategiese raad en aanbevelings aan 'n verskeidenheid kliënte; • Doen voorleggings voor kliënte; • Implementeer konsultasie-ingryping; • Bou 'n raamwerk van eksterne verhoudings en vennootskappe; en • Kan komplekse metodologieë in leke- en/of ander professionele taal uitdruk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan raad gee oor tegniese sake in geomatikatenderspesifikasies; • Bestuur tender- en verkrygingsprosesse; en • Voer veranderingsbestuur uit.
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en met hulle klaarkom; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Oortuig ander van sy idees sonder om hulle beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees wees; en • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie.

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			voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met algemene publiek; en • Openbaar dienslewering deur gepaste en doeltreffende maatreëls te gebruik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Professioneel in interaksie met algemene publiek en belanghebbendes. • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; • Bestuur gemeenskapsverwagtinge	• Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met die media via goedgekeurde kanale oor diensleweringsake; en • Monitor die vordering van dienslewering.

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			binne finansiële, tegniese en kapasiteitsbeperkings; en • Bestuur doeltreffende dienslewering deur moniteringsinstrumente en -prosedures.	
4. Kliëntoriëntering en kliëntefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (bv. Prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
Persoonlike bevoegdhede				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die lewering van projekte binne tyd en begroting suksesvol.
2. Volharding	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae	• Hanteer kritiek konstruktief.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Beplan en inisieer nuwe maniere om vooruit te gaan; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.

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		vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.		
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

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			• Tree beslis op teen korrupte en oneerlike gedrag.	
Bestuurs-/leierskapsbevoegdhede				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan 'n span deel; • Toon bedagsaamheid teenoor ander; en • Kan saam met 'n multidissiplinêre span werk;	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van sy span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en

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				• Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë; • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; en • Hernieu persoonlike vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit • Verstaan munisipaliteit se behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om situasies te hanteer; en • Maak seker alle geregistreerde personeel kom die vereistes vir voortgesette persoonlike ontwikkeling (CPD) na.

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GEOGRAFIESE INLIGTINGSTELSELS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• GIS-operateur/GIS-ontleder	• Senior GIS-ontleder	• Eerste GIS-ontleder	• Hoof van GIS, GIS-bestuurder
KENNIS EN OMVANG VAN WERK	• Pas basiese begrippe en kennis op aspekte in die dissipline toe; en • Help die senior ontleder met en is vertroud met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, kaarttekening ens. met gepaste toesig.	• Pas teoretiese kennis toe op 'n aspek van die dissipline en voorsien spesialisraad aan kliënte; en • Help die tegnoloog en is vertroud met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, kaarttekening, ens.	• Volgens vlak 2 vertroud met die volle omvang van aktiwiteite in die dissipline; en • Kennis van en ondervinding met bestuursmetodes waarvolgens 'n mens toesig kan hou oor 'n hoeveelheid personeellede/ander beroepspersone kan mentor.	• Volgens vlak 3; en • Bestuur van 'n span van senior beroepspersone/tegnoloë.
ONDERVINDING	• 1-2 jaar toepaslike ondervinding vereis.	• 2-5 jaar toepaslike ondervinding ná kwalifikasie nodig.	• 5-8 jaar toepaslike ondervinding ná kwalifikasie nodig.	• 8 jaar en meer toepaslike ondervinding ná kwalifikasie nodig wat alle aspekte van die GIS-funksie dek.
KWALIFIKASIE	• 'n Toepaslike tegniese tersiêre kwalifikasie in GIS; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike tegniese tersiêre kwalifikasie in GIS; • Registrasie by SAGC as GISc-tegnikus of -tegnoloog (registrasie opsioneel); en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike tegniese of professionele tersiêre kwalifikasie in GIS; • Registrasie by SAGC as GISc-tegnoloog of pberoepspersoon (registrasie opsioneel); en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike professionele tersiêre kwalifikasie in GIS; • Registrasie by SAGC as GISc-tegnikus of -tegnoloog (registrasie vereis); en • Rekenaargeletterdheid: MS Office

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
PROFESSIONELE BEVOEGDHEDE				
1. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die diensleweringsoogmerke en -uitdagings te bereik.	• Verstaan hoe die gebou-ontwikkelingsbestuursproses in die munisipaliteit uitgevoer word; • Basiese kennis van die munisipaliteit; • Basiese bedryfskennis; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewustheid van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures; • Kennis en begrip van die munisipaliteit se funksionele direktorate; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan beleid en wetgewing van plaaslike regering; en • Verstaan die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaallikse planne in lyn met munisipaliteit se doelwitte en oogmerke; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan integrasie oor hierdie direktorate; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Dra inligting by tot hantering van die munisipaliteit se diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die spesifieke doelwitte en prioriteite van die munisipaliteit en plaaslike regering; • Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan strategiese integrasie daaroor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.

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2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.	• Identifiseer bronne van inligting en gebruik dit; • Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem; • Kan toepaslike en belangrike inligting onderskei en skei; • Neem inligting vinnig en akkuraat in; • Hersien al die inligting wat versamel is om die situasie te verstaan en logiese gevolgtrekkings te maak; • Identifiseer en koppel oorsake en gevolge; • Identifiseer wat verander kan word en wat nie; • Volg 'n sistematiese benadering tot oplossing van probleme; • Bly onpartydig en vorm nie oorhaastige oordele nie; • Verwys na statute, prosedures en presedente, waar nodig, voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Volg 'n sistematiese benadering tot versameling van inligting; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer; • Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Neem verskillende opsies in ag en oorweeg verskillende scenario's; • Bring verbeeldingryke antwoorde op komplekse probleme voort; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beveel innoverende denke by probleemoplossing aan; en • Versamel inligting en idees van buite tot voordeel van die munisipaliteit;

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3. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie.	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en • Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.
4. Inligtingsbestuur Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.	• Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaaie en databasisse soos gepas; • Gaan data na wanneer dit ingevoer word vir ooglopende foute. • Formaliseer en verbeter sjablone; en • Bestuur die sentrale bewaringsplek en dokumente.	• Openbaar bevoegdhede uit vlak 1; • Voer data-ontleding uit in monitering en aanmelding van sjablone deur na te gaan vir onreëlmatighede wat 'n aanduiding is van ooglopende foute of kwellinge; en • Identifiseer kwellinge en verbeteringsgebiede waaraan aandag gegee moet word ten opsigte van monitering van data.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensieel beduidende risiko's ontleed en identifiseer van bekende bronne van risiko om die bestuur oor die identifikasie en verkleining daarvan bewus te maak; • Dokumenteer aanmeldingsinligting in vereiste formate en kategorieë om bestuur te help met die ontleding en interpretering en van kwartaallikse risikotendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursagteware ingevoer is en onttrek akkurate verslae.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur, hersien en ontleed aanbodkettingbestuurs- (AKB-)inligting en gevolgtrekkings; • Stel verslae saam en hersien dit en maak gevolgtrekkings op grond van resultate wat verkry is; en • Onderhou etlike elektroniese pakkette en stelsels wat vir rekordbestuur nodig is
FUNKSIONELE BEVOEGDHEDE				
1. Datavaslegging Versameling, vaslegging en uitruiling van GIS-data met/uit verskillende formate en bronne.	• Openbaar kennis van vasleggingsmetodes vir primêre ruimtelike data; • Ontwikkel 'n basiese begrip van geografiese inligtingstelsel-	• Openbaar bevoegdhede uit vlak 1; • Kan geskiktheid vir gebruik van ruimtelike data assesseer;	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n deeglike begrip van GIS-/GPS-tegnologie; • Skep 'n standaardwerkprosedure vir	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verseker nakoming van SDI ten opsigte van metadata;

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	(GIS-)datastrukture vir dataverkryging; • Verstaan die elemente wat bydra tot datagehalte en metadata; • Kan geo-inligting uit sekondêre databronne te verkry; • Openbaar kennis van bronne van ruimtelike data; • Openbaar basiese begrip van GPS-data; en • Lê data vas met GPS vir GIS.	• Kan velddatavasleggingstoestelle gebruik; • Kan geo-inligting uit sekondêre databronne vaslê; • Hou toesig oor die vaslegging van geoinligting van sekondêre databronne; • Beplan en gaan die vaslegging geoinligting vansekondêre databronne na; • Openbaar kennis van bronne van ruimtelike data; en • Verstaan en bestuur datafoute met betrekking tot ruimtelike data.	datavaslegging van geo-inligting; • Verstaan kwessies wat die gehalte van data beïnvloed; • Bestuur gehalteversekeringstandaarde; • Reageer gepas op kliëntebehoeftes; • Vertroud met alle GIS-spesifikasies en riglyne oor area van praktyk; en • Verstaan GIS-kontrakte en -spesifikasies (in samewerking met senior kollegas).	• Verseker nakoming van korporatiewe ruimtelike standaarde en werkvloei; en • Bestuur GIS-tenders en kontrakte.
2. Data-uitruiling Manipuleer, ontleed en visualiseer die data om aan die genoemde vereistes te voldoen.	• Verstaan verskillende formate van ruimtelike data en ken datatipes toe; en • Verstaan die basiese beginsels van projeksies en ellipsoïede.	• Openbaar bevoegdhede uit vlak 1; • Kies 'n kaartprojeksie en omskep data tussen projeksies; • Samel metadata vir ruimtelike data in en lê dit vas om korrekte gebruik en manipulasie van data te verseker; • Verstaan oordragprotokolle vir ruimtelike data; • Verstaan konsepte en prosesse van datawisseling; en • Voer dataveralgemening, -aggregasie, wisselings en omskeppings uit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan geskiktheid vir gebruik van ruimtelike data assesseer; en • Wysig kaartprojeksies.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verseker nakoming van SDI ten opsigte van metadata; en • Verseker nakoming van korporatiewe ruimtelike standaarde en werkvloei.

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3. Databasisontwerp en -bestuur Die vermoë om databasisse te implementeer, te ontwerp en te bestuur.	• Openbaar 'n begrip van gerekenariseerde databasisbestuurstelsels; • Ontwikkel eenvoudige SQL-navrae; • Bewus van die beginsels van ruimtelike data in databasisse; en • Skep eenvoudige databasis, bv. lêergeodatabasisse, ens.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n begrip van algemene databasisteorie; • Ontwerp en ontwikkel 'n omvattende databasis; • Gebruik die SQL-taal om 'n databasistoepassing te skep, te wysig, navraag te doen en 'n databasistoepassing te bestuur; • Ontwerp 'n databasis van ruimtelike komponente; en • Help met databasisbestuur.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwerp en ontwikkel 'n databasistoepassing; en • Voer lewensiklusbestuur van tydruimtelike data uit.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur databasisontwerpvereistes vir die GIS-funksie.
4. Professionele gedrag Die vermoë om as 'n GIS-professioneel in eie dissipline en in die konteks van die munisipale gebied en ander bedrywe te werk en die gedragskode en etiese standaarde te volg.	• Pas gepaste tydbestedingsbeheer op die werk van 'n departement/afdeling/seksie toe; • Hanteer take professioneel; • Hou by munisipaliteit se kode van gedrag en etiese standaarde; en • Hou by riglyne oor beste praktyk.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel, implementeer en bestuur 'n projek- of aktiwiteitsplan; • Neem deel aan die verduideliking van sake oor 'n konsulteringsinteraksie; en • Verseker dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Werk professioneel en gebruik foutsporingstegnieke terwyl kreatiewe denkprosesse toegepas word; • Identifiseer en interpreteer riglyne van beste praktyk en beplan vir en implementeer beste praktyk in die span, departement of afdeling; • Hou toesig oor die professionele uitvoering van daaglikse funksies en projekte; • Evalueer en pas die prosesse van beplanning en beheer toe waar dit verbond hou met korporatiewe strategie, begrotings; en • Hou by wetlike vereistes.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor en bestuur projekte en items op vlak 1-3; en • Doen verslag aan senior munisipale bestuurders.
5. GIS-stelsels en -sagteware	• Voltooi 'n oorspronklike basiese GIS-projek onder toesig; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Die vermoë om GIS-stelsels en -sagteware te gebruik en aan te pas by die spesifieke taak.	• Pas basiese GIS-sagtewarefunksies toe.	• Openbaar sagtewarevaardighede met gevorderde GIS-instrumente.	• Pas 'n generiese GIS aan by individuele spesifikasie; en • Kan bykomende GISc-sagtewaretoepassings gebruik indien nodig, en toon daardeur aanpasbaarheid en deeglike begrip van die dissipline.	• Bestuur die GIS-stelsels en -sagtewarevermoënsvereistes vir die funksie.
6. Beeldontleding Die vermoë om beelde te gebruik in prosesse: beeldverwerking, fisiese beginsels van afstandswaarneming, ruimtelike statistiek, voorspelling en simulasie.	• Verstaan die beginsels van afstandswaargeneemde beelding; • Voer basiese beeldontledingstake uit.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n volwasse vermoë van visuele beeldinterpretasie van die werklike wêreld; • Ontleed en bestuur defekte in beelde; • Ontleed data wat deur 'n aktiewe sensor verkry is; en • Verstaan en pas die proses van beeldmosaïeksamestelling toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwerp 'n beeldontledingsverslag; • Verstaan die beginsels van afstandswaargeneemde beelding; • Bly op hoogte van jongste tegnologiese ontwikkelings; • Stel beeldontledingsverslae saam; en • Stel beeldverkryging, -prosessering en produkspesifikasies saam.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Administreer die beeldverkrygingsproses; en • Gee raad oor en konsulteer oor beeldprodukwerkvloei en -spesifikasies.
7. Ruimtelike bewustheid Vermoë om visuele persepsie, grafiese, kartografiese kommunikasie (insluitende interpretasie, inligtingsgebruik en inwinning van kennis) uit te voer.	• Openbaar 'n vermoë om kaarte te lees; • Openbaar 'n begrip van die basiese beginsels van ruimtelike data; • Openbaar 'n begrip van topologie; en • Verstaan basiese dataverhoudings en hoe om ruimtelike navrae te hanteer.	• Openbaar bevoegdhede uit vlak 1; • Verstaan dataverhoudings en hoe om ruimtelike navrae te hanteer; en • Bewus van ruimtelike navrae, verbindings en verhoudings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kies 'n kaartprojeksie vir kartografiese ontwerp en produksie; • Verstaan 'n begrip van gevorderde beginsels van ruimtelike data en dataverhoudings; en • Ontwerp en bestuur projekte vir ruimtelike kartering.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan gevorderde beginsels van ruimtelike data en dataverhoudings.
8. Ruimtelike ontleding Die vermoë om ruimtelike navrae uit te voer en kartografiese modelle te bou.	• Voer basiese ruimtelike en gemengde navrae onder toesig uit; • Verstaan basiese konsepte en teorie van netwerke;	• Openbaar bevoegdhede uit vlak 1; • Verwerk en/of skep eenvoudige kartografiese modelle onder toesig;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bou geoutomatiseerde datanavrae tussen datastelle; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Goed vertroud daarmee om ruimtelike ontleding uit te voer.

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	• Openbaar 'n basiese begrip van ruimtelike modellering in GIS; en • Verstaan konsepte van kartografiese modellering.	• Voer ruimtelike foutontleding uit; • Voer 2,5D-vektoroppervlak-navrae onder toesig uit; • Voer navrae oor bestaande netwerke onder toesig uit; • Verstaan konsepte en teorie van netwerke; • Skep skematiese diagramme; en • Voer ruimtelike ontleding uit volgens kliëntevereistes.	• Verwerk en/of skep komplekse kartografiese modelle.	
9. Inligtingstegnologie Die vermoë om inligtingstegnologiebeginsels en -tegnieke te gebruik om programme in die GIS-omgewing te hou. Kan met IT-praktisyns kommunikeer.	• Pas eerstelinieprobleemoplossings- en diagnostiese tegnieke op toestelle toe; • Kan doeltreffend met IT-praktisyns kommunikeer; en • Het 'n basiese begrip van die beginsels van rekenaarprogrammering.	• Openbaar bevoegdhede uit vlak 1; • Pas die beginsels van rekenaarprogrammering toe; • Kan 'n teks lees en basiese wysigings aanbring; en • Kommunikeer vaardig met sagtewaresteun.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Pas die beginsels toe om 'n rekenaarprogram te skep deur 'n voorwerpgeoriënteerde en/of prosessuele programmeertaal te gebruik deur 'n skripinstrument te gebruik.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Maak seker koppelvlak met die IT-departement is daar om programme in die GIS-omgewing te steun.
10. Konsultasie Hierdie bevoegdheid hou verband met die voorsiening van konsultasiedienste aan 'n verskeidenheid kliënte vanaf projekbegin tot voltooiing. Konsultasie vind plaas op die gebiede van GIS.	• Verstaan die belangrikheid om oor 'n duidelike kontrak met kliënte ooreen te kom; • Verstaan die nodigheid vir die beplanning, tydreëling en bestuur van konsultasie-ingrypings; • Verstaan die behoefte om die gebruik van hulpbronne te bestuur; • Bewus van die behoefte om kliënteverwagtinge te bestuur; • Het 'n bewustheid van en respek vir vorme van verslagdoening; en	• Openbaar bevoegdhede uit vlak 1; • Berei konsultasiediensplanne voor; • Hanteer etiese dilemmas; • Hou gepaste verslae; en • Het 'n begrip van en gee aandag aan allerhande probleme, risiko's en kwessies wat tydens elke fase van die konsultasiesiklus kan ontstaan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei kliëntopdragte voor; • Werk verslae aan kliënte by; • Kom ooreen oor kliëntkontrakte; • Voorsien verslae wat strategiese raad en aanbevelings aan 'n verskeidenheid kliënte bevat; • Doen voorleggings voor kliënte; • Implementeer konsultasie-ingryping; • Bou 'n raamwerk van eksterne verhoudings en vennootskappe; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan raad gee oor tegniese sake in GIS-tenderspesifikasies; • Bestuur tender- en verkrygingsprosesse; en • Voer veranderingsbestuur uit.

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	• Het 'n bewustheid van die belangrikheid van vertroulikheid wanneer met sensitiewe inligting gewerk word.		• Kan komplekse metodologieë artikuleer in leke- en/of ander professionele taal.	
Bevoegdhede ten opsigte van openbarediensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; en • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Vermoë om situasies en belangeposisies te lees en om op gepaste wyse te reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en

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				• Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met algemene publiek; en • Openbaar dienslewering deur gepaste en doeltreffende maatreëls te gebruik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Professioneel in interaksie met algemene publiek en belanghebbendes; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; en • Bestuur doeltreffende dienslewering deur moniteringsinstrumente en -prosedures.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met die media via goedgekeurde kanale oor diensleweringsake; en • Monitor die vordering van dienslewering.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (bv. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.

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Persoonlik				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die lewering van projekte binne tyd en begroting suksesvol.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of	• Openbaar bevoegdhede uit vlak 1 tot 3; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

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			interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale

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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

		• Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Word gevra om konflik en verskille op te los; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; • Toon 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	en/of die media toegespreek word.
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; en • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas.

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4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan in 'n multidissiplinêre span funksioneer; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; en • Werk doeltreffend saam met mense uit ander organisasies/departemente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker doelwitte word gestel en bereik; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en produktiwiteit te bevorder; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander organisasies of departemente en werk goed in 'n mededingende omgewing.

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BEVOEGDHEIDSRAAMWERK VIR REGSADVISEURS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistentregsadviseur	• Regsadviseur	• Senior regsadviseur	• Eerste regsadviseur • Spesialisadviseur
KENNIS	• Verantwoordelik om te help met 'n verskeidenheid regsprojekte en/of pligte; • Doen professionele regswerk onder die algemene leiding en toesig van 'n regsadviseur , senior ervare prokureur; en • Kan regsaangeleenthede koördineer en fasiliteer wat eksterne regshulp nodig het.	• Verantwoordelik om 'n verskeidenheid komplekse toegewese regsprojekte te hanteer; en • Doen professionele regswerk onder die algemene leiding, toesigleiding en toesig van 'n ervare regsadviseur.	• Voer onafhanklik meer komplekse regsfunksies uit met minimale toesig; • Hou toesig oor regsaangeleenthede wat eksterne regshulp vereis; en • Voorsien werkleierskap, funksionele raad en opleiding aan minder ervare regsadiseurs.	• Monitor, hou toesig oor en rig kennis van die regsadviseurs; • Verantwoordelik om die mees komplekse regsake of -projekte te hanteer; en • Kan verantwoordelik wees vir toesig oor risiko-/nakomingspersoneel.
ONDERVINDING	• 0-2 jaar ondervinding nodig.	• 2-5 jaar toepaslike regsondervinding nodig.	• 5-8 jaar toepaslike regsondervinding nodig.	• 8 jaar meer toepaslike regsondervinding nodig.
KWALIFIKASIE	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en • Rekenaargeletterdheid: MS Office.

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Skriftelike kommunikasie/opstel Die vermoë om komplekse regsinligting in verstaanbare dokumente vir spesifieke gehore oor te dra.	• Kan regsdokumente op 'n duidelike en bondige manier skryf. • Interpreteer komplekse regsdokumente en vertaal dit in eenvoudige, verstaanbare opinies, riglyne en kommunikasie; • Proeflees dokumente akkuraat met groot aandag aan besonderhede; • Gee skriftelike raad aan die munisipaliteit oor verskillende regsaspekte wat die munisipaliteit raak; en • Kan diensvlakooreenkomste, memorandums van verstandhouding, verslae, opinies ens. opstel.	• Openbaar bevoegdhede uit vlak 1; • Berei duidelike en bondige dokumente voor wat min wysigings nodig het; • Kommunikeer doeltreffend skriftelik; • Berei oorwoë konsep-skriftelike kommunikasie van hoë gehalte voor, insluitende korrespondensie, pleidooie, regsmemorandums, regsmenings en wetgewing; • Stel regsmenings oor verskillende regsonderwerpe op; en • Stel verskillende beleid en verordeninge op wat met die munisipaliteit verband hou.	• Openbaar bevoegdhede uit vlak 1 en 2; • Aanvaar primêre verantwoordelikheid vir korrespondensie, pleidooie, regsmemorandums, regsmenings en wetgewing; • Berei dokumente voor met minimale kontrolering deur toesighoudende regspraktisyn; en • Werk doeltreffend saam met kollegas aan groter skryfprojekte.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aanvaar toesigverantwoordelikheid om minder ervare praktisyns se werk te hersien en te redigeer; en • Mentor en rig regsadviseurs.
2. Mondelinge kommunikasie Die vermoë om komplekse regskonsepte op 'n verstaanbare en oortuigende manier te artikuleer.	• Druk oogpunte, raad en regstandpunte doeltreffend en gepas uit oor eenvoudige sake binne sowel as buite munisipaliteit.	• Openbaar bevoegdhede uit vlak 1; en • Beveel posisies oor komplekse sake doeltreffend en gepas aan in munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beveel posisies oor komplekse en sensitiewe sake binne sowel as buite munisipaliteit doeltreffend en gepas mondeling aan; en • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir private onderwerpe en probleme; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.

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			• Doen doeltreffend aanbevelings namens kliënte en munisipaliteit binne sowel as buite die munisipaliteit.	
3. Aanbeveling/onderhandeling Die vermoë om kliënte of die munisipaliteit se belang in gepaste forums te ontwikkel en aan te bied en die beste moontlike uitkomstes aan te bied en deur onderhandeling te bereik.	• Beveel posisies, gevolgtrekkings en aanbevelings aan by toesighouers; en • Help en steun senior regsadviseurs wanneer aanbiedings gemaak word en die munisipaliteit in verskillende geskiloplossingsforums verteenwoordig word.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n begrip van basiese aanbevelings- en onderhandelingsbeginsels; • Pas aanbevelings- en onderhandelingsbeginsels toe op bereiking van kliëntoogmerke; en • Verteenwoordig die munisipaliteit in verskillende geskiloplossingsforums.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel die doelwitte en oogmerke van kliënte vas; • Berei voor vir onderhandelinge, insluitende 'n deeglike begrip van die tegniese vereistes en verdienstelikheid van elke posisie; • Neem 'n gepaste aanbevelings-/ onderhandelingstyl aan in reaksie op die betrokke kwessies en persoonlikhede; en • Lê kreatiwiteit aan die dag in die bereiking van oplossings wat kliëntoogmerke bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hou toesig, monitor en keur die werk van regsadviseurs goed met betrekking tot aanbeveling en onderhandeling; • Openbaar 'n verskeidenheid aanbevelings-/ onderhandelingsvaardighede en -strategieë; • Pas hierdie vaardighede en strategieë toe om optimale resultate vir kliënte te bereik; en • Gee raad aan die munisipaliteit oor persverklarings deur skakeling met openbare betrekkinge/kommunikasie oor die inhoud en regsimplikasies van die inhoud van die voorgenome persverklaring.
4. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Identifiseer en waarsku die regsadviseurs van potensiële belangebotsings en volg prosedures om konflik te hanteer; • Verstaan en pas munisipale beleid, kodes en regsgenootskap- of balie-dissiplinêre reëls toe;	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste gedragslyn by toesighoudende praktisyns aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiële belangebotsings onder toepaslike professionele standaarde; • Identifiseer ander netelige sake en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Los etiese, sake- en geskilbotsings behoorlik op; • Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; • Berei doeltreffende strategieë voor om gewenste oogmerke

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	• Verstaan beskikbare hulpbronne in munisipaliteit om etiese kwessies op te los; en • Identifiseer betrokke risiko's en stel nuwe en alternatiewe handelswyses voor om aan die risiko aandag te gee.		• Neem voorlopige besluite en doen aanbevelings oor moeilike etiese kwessies; • Beveel optrede aan gegrond op evaluering van toepaslike feite en risiko's; en • Beveel 'n aanbeveling aan en kan toon dat daardie aanbeveling die gewenste oogmerke sal bereik.	te bereik en voer dit uit terwyl toepaslike risiko's in ag geneem word; en • Voer appèl- of hersienondersoeke uit wat met die gedrag van beamptes/raadslede verband hou en/of help met goedkeuring van onafhanklike ondersoeke en raad aan die munisipale bestuurder/raad oor stappe wat ingestel moet word.
5. Organisatoriese bewustheid Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van regsbesluite op die gemeenskap en die funksionering van die verskillende direktorate.	• Verstaan hoe die sake-eenhede, seksies en direktorate funksioneer; • Basiese kennis van die munisipaliteit (polities en administratief); • Basiese bedryfskennis; • Kennis van die munisipaliteit se prioriteite, doelwitte en oogmerke; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewus van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan sektorbeleid en wetgewing; en • Dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die munisipaliteit se beleid en prosedures; • Dieptekennis van munisipale wetgewing; en • Dra by tot hantering van die munisipaliteit se diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Hou toesig oor, rig en monitor regsadviseurs se bewustheid van doelwitte en oogmerke van plaaslike regering.
FUNKSIONELE BEVOEGDHEDE				
1. Gedingvoeringsbestuur Die vermoë om regsgeskille wat teen die munisipaliteit gebring word, te bestuur deur toepassing van regsprosedures en bestuur	• Het basiese administratiewe vermoë om gedingvoering te administreer en te bestuur deur ontvangs, optekening en bestuur van interne en eksterne regskorrespondensie,	• Openbaar bevoegdhede uit vlak 1; • Ontleed en bestuur die oplossing van geringe tot beduidende regsgeskille;	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontleed en bestuur beduidende tot groot regsgeskille; • Stel eksterne diensverskaffers (regsfirmas) wat die	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontleed en bestuur groot regsgeskille en sensitiewe en hoëprofielsake; • Koördineer toewysing van werk aan regspraktisyns;

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van belanghebbendes om die regsgeskil op te los.	pleidooie, dagvaardings en ander hofdokumente wat op die instelling bestel word; • Het 'n basiese begrip van die reëls van verskillende howe, forums en geskiloplossingsforums; en • Ontleed en bestuur die oplossing van geringe regsgeskille soos gedelegeer deur 'n regsadviseur.	• Vertroud met en verstaan hofstelsels en landdroshofpraktyke; • Stel eksterne diensverskaffers (regsfirmas) aan wat die munisipaliteit verteenwoordig en assesseer opsies oor gedingvoeringsake; • Stel lyndepartemente aan onder toesig van senior praktisyns om raad te gee oor regsgedinge; en • Beveel optrede aan gebaseer op evaluasie van toepaslike feite en risiko's.	munisipaliteit verteenwoordig aan en bestuur hulle en assesseer opsies oor gedingvoeringsake; • Stel lyndepartemente aan om raad te gee oor regsgedinge en stel instruksie in; • Beveel optrede aan en gaan daarmee voort gebaseer op evaluasie van toepaslike feite, geskille en risiko's en rig in werklikheid toesig oor praktisyns; • Beveel 'n aanbeveling aan en kan toon hoe daardie aanbeveling die gewenste oogmerke sal bereik; • Openbaar kennis van die hofstelsels en landdroshofpraktyke; en • Verstaan en pas hofreëls toe wanneer getuienis aangebied word en gedingvoeringsprosedure gevolg word.	• Doen verslag oor gedingvoeringsake aan gepaste politieke struktuur; • Stel eksterne diensverskaffers (regsfirmas) aan en gee hulle instruksie; • Onderskei tussen verskillende beskikbare opsies en kies gepaste gedragslyn; en • Berei doeltreffende strategieë om gewenste oogmerke te bereik voor en voer dit uit terwyl toepaslike risiko's in ag geneem word.
2. Navorsing en ontleding Vermoë om 'n regsprobleem in samestellende dele op te breek, hoofsake te identifiseer, gesag in die vorm van statute en presedentereg op te spoor en grondige regsredenasies saam te stel om 'n posisie te steun.	• Kan regskonsep en onderwerp navors en dit in eenvoudige verstaanbare onderwerpe omskep; • Identifiseer verskeie regsprobleme en los dit deur navorsings en ontleding op; • Vors verskillende regsonderwerpe na wat die munisipaliteit raak; • Spoor gesag en/of presedentereg op wat op die saak betrekking het	• Openbaar bevoegdhede uit vlak 1; • Verstaan en ontleed komplekse feitelike regsake en regskonsepte; • Volg die ontwikkeling van die wet, geïdentifiseer deur navorsing en voorsien ontleding daarvan; • Gee praktiese idees en oplossings om aandag te gee aan sake wat aangebied word;	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou toesig en monitor navorsing wat deur ondergeskiktes gedoen word; • Bestuur feiteondersoeke en delegeer navorsing aan ander regspraktisyns en gee duidelike, georganiseerde take; • Organiseer en sintetiseer werk, insluitende die werk van	• Openbaar bevoegdhede uit vlak 1 tot 3; • Doen kritiese evaluasie van navorsing en ontleding wat deur ondergeskiktes en eksterne prokureurs voorberei is; • Ontwikkel verslae oor raad en oplossings wat deur ondergeskiktes voorsien is; en • Dra raad en oplossings duidelik aan direktorate, eenhede en seksies van die

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	• Pas gesag toe op die beskikbare feite; en • Vors inligting na ter stawing van die formulering van 'n benadering tot geskille.	• Gee raad en dra gedagtes wat lei tot 'n innoverende oplossing vir die munisipaliteit; en • Handel take doeltreffend af, herken geskiktheid van tyd en koste.	ander, in 'n volledige, oorwoë ontleding; • Voorsien praktiese raad aan kliënte gegrond op ontleding; en • Prioritiseer alternatiewe handelswyses gegrond op navorsing en ontleding.	munisipaliteit oor insluitende die raad en sy komitees.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitors, rig en hou toesig oor ondergeskiktes met betrekking tot interpersoonlike verhoudings; • Kan reguit en eerlik wees; • Is diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteit funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke;

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			• Reageer op vrae met akkurate en volledige antwoorde.	• Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei. •
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Verstaan die kernoogmerke van die munisipaliteit se diensleweringsoogmerk; • Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen; en • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 en 2; • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Dryf personeel suksesvol daartoe aan om oogmerke te bereik.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te

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volhard met doelwitte ten spyte van hindernisse en terugslae.	moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.		spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.

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5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Behoort aan 'n netwerk in die bedryf.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Voer hul pligte uit met minimale toesig van regsadviseurs; • Aanvaar verantwoordelikheid vir hul take en bestuur dit doeltreffend; en • Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Beïnvloed senior bestuur en uitvoerende gesag doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksionele gebiede; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.		• Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Gewilligheid om afgerig en gementor te word; en • Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; • Monitor, rig en hou toesig oor ondergeskiktes se vaardighede, prestasie van die afrigting- en mentorskapvaardigheid; en • Kan eie ontwikkelingsbehoeftes identifiseer en maatreëls voorstel om dit te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings identifiseer; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Lei deur voorbeeld; • Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.

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BEVOEGDHEIDSRAAMWERK VIR BIBLIOTEEKINLIGTINGSDIENSTE

VLAK	1	2	3	4	5
TIPIESE LOOPBAANSTROOM (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	• Biblioteekassistent • Senior biblioteekassistent	• Assistentbibliotekaris/ Bibliotekaris	• Senior bibliotekaris/ Eerste bibliotekaris	• Hoofbibliotekaris	• Distriks-/ Streeksbibliotekaris • Distriks-/Streekhoof
KENNIS EN OMVANG VAN WERK	• Pas basiese begrippe en kennis op aspekte in die biblioteek en inligtingsdiens-dissipline toe; en • Basiese begrip, kennis en toepassing van aspekte, beginsels, praktyke en prosedures in die biblioteek en inligtingsdiens-dissipline.	• Pas teoretiese kennis in die biblioteek en inligtingsdiensdissipline toe • Help met die bestuur van 'n biblioteek en/of spesifieke areas in 'n biblioteek; • 'n Begrip, kennis en toepassing van professionele BID-beginsels, praktyke en prosedure; • Kennis van IKT-stelsel; • Kennis van toesigbeginsels en -praktyk; • Kennis van projekbestuurbeginsels, -praktyke en -prosedures; en • Kennis en begrip van biblioteekbemarking en doen van navorsing.	• Voer die volle omvang van aktiwiteite in die BID-dissipline in klein tot medium biblioteke uit; • Hou toesig oor die personeeltal wat aan die fasiliteit toegewys is; • Bestuur al die aktiwiteite en administrasie wat met die doeltreffende en effektiewe bestuur van die biblioteek verband hou; • Diep begrip, kennis en toepassing van professionele BID-beginsels, praktyke en prosedure; • Kennis van IKT-stelsel ingewin; • Kennis van elektroniese databestuur- en soekvermoë; • Kennis van gebruikersbehoefte-ontledingsprosesse; • Kennis van toepaslike beleid, prioriteite en	• Voer al die aktiwiteite uit van BID-dissipline in 'n metrowye kategorie biblioteek/-teke; • Bestuur die personeeltal wat aan hierdie kategorie toegewys is, insluitende 'n toesighoudende vlak; • Voer enige take uit wat deur biblioteekbestuur gedelegeer word, soos samestelling van verslae; • Dien op ad hoc-komitees en/of werkgroepe soos vereis word deur biblioteekbestuur; • Dieptebegrip, kennis en toepassing van professionele BID-beginsels, praktyke en prosedure; • Bestuur al die aktiwiteite en administrasie wat met die doeltreffende en effektiewe bestuur van die biblioteek verband hou;	• Beheer/bestuur biblioteke in 'n geografiese gebied of streek. • Diep begrip, kennis en toepassing van professionele BID-beginsels, praktyke en prosedures; • Dien op ad hoc-komitees en/of werkgroepe soos vereis word deur biblioteekbestuur; • Dieptekennis van bestuursbeleid, -praktyke en -prosedures; • Dieptekennis en begrip van gemeenskapsbehoeftes wat vasgestel is deur opnames en behoefteontleding oor gemeenskapsbiblioteek-dienste; • Dieptekennis van projekbestuurbeginsels, -praktyke en prosedures; • Dieptekennis van personeelontwikkeling,

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			regsraamwerk van die sektor; • Kennis van bestuursbeginsels en -praktyk; • Kennis van personeelontwikkeling, werknemersverhoudings en prestasiebestuurs-beginsels, -praktyke en -prosedures; • Kennis van projekbestuurbeginsels, -praktyke en prosedures; • Kennis van, en vermoë om, begrotings en AKB-beleid en -praktyke te bestuur; • Kennis en begrip van biblioteekbemarking en navorsing; en • Kennis van nakoming- en beheervereistes van die munisipaliteit en plaaslike regering.	• Dieptekennis van bestuursbeleid, -praktyke en -prosedures; • Dieptekennis van toepaslike beleid, prioriteite en regsraamwerk van die sektor; • Dieptekennis van projekbestuurbeginsels, -praktyke en prosedures; • Dieptekennis van personeelontwikkeling, werknemersverhoudings en prestasiebestuur-beginsels, -praktyke en -prosedures; • Dieptekennis en begrip van biblioteekbemarking en navorsing; • Dieptekennis van nakoming- en beheervereistes van die munisipaliteit en plaaslike regering; en • Kennis van, en vermoë om, begrotings en AKB-beleid en -praktyke te bestuur.	werknemersverhoudings en prestasiebestuur-beginsels, -praktyke en -prosedures; • Dieptekennis en begrip van biblioteekbemarking en navorsing; • Dieptekennis van nakoming- en beheervereistes van die munisipaliteit en plaaslike regering; en • Kennis van, en vermoë om, begrotings en AKB-beleid en -praktyke te bestuur.
ONDERVINDING	• 0-1 jaar ondervindingskennis van openbare biblioteke	• 2-3 jaar praktiese ondervinding in 'n openbare biblioteek; en • Ondervinding as deel van die akademiese program.	• 3-5 jaar toepaslike ondervinding	• 5-8 jaar toepaslike ondervinding met ondervinding as toesighouer	• 8 jaar meer toepaslike ondervinding insluitende bestuursondervinding

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KWALIFIKASIE	• Graad 12 • Basiese rekenaargeletterd-heid; en • Geregistreerde lid van LIASA.	• Assistentbibliotekaris: 3-jaar biblioteekwetenskap- of inligtingsbestuurkwalifikasie ná matriek; • Bibliotekaris: BBibl/B.LIS/BTech: LIS/ BInf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA.	• BBibl/B.LIS/BTech: LIS/ BInf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA.	• BBibl/B.LIS/BTech: LIS/ BInf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA.	• BBibl/B.LIS/BTech: LIS/ BInf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA
BEVOEGDHEDE					
BEVOEGDHEIDSVLAK	**1**	**2**	**3**	**4**	**5**
KERN- PROFESSIONELE BEVOEGDHEDE					
1. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.	• Kom ondersteunend voor van inisiatiewe en werk gewillig saam in uitvoering van take en pligte.	• Openbaar bevoegdhede uit vlak 1; • Lê persoonlike belangstelling in die welstand van kollegas aan die dag; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Wys duidelik gedefinieerde take aan ondergeskiktes toe; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor en evalueer werknemerprestasie in take en tree gepas op waar prestasie van ondergeskiktes nie goed genoeg is nie; • Herken en beloon individue en gee ontwikkelingsterugvoer ooreenkomstig prestasiebestuur-beginsels;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Delegeer en bemagtig ander om bydrae en vlak van verantwoordelikheid en verantwoordingspligtig-heid te vermeerder; • Kan eie tyd sowel as tyd van kollegas bestuur; • Werf, ontwikkel en behou talentvolle personeel en hulpbronne; • Fasiliteer stelling van doelwitte en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bewus van die voordele van 'n uiteenlopende benadering en bied geleenthede wat 'n meer diverse werksmag en gelyke toegang tot ontwikkeling vir alle mense in die aangewese groepe sal verbeter • Werf, ontwikkel en behou talentvolle personeel en hulpbronne om die

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		• Maak seker daar is duidelikheid oor rolle en gee leiding aan span,	• Bestuur konflik deur 'n deelnemende deursigtige benadering; en • Kan konstruktief in interaksie tree met lynbestuurder en span eie span se beskouing/kwellinge/voorstelle in.	probleemoplossing deur die span; en • Konfronteer ander taktvol wanneer nodig en kan ongewilde besluite neem wanneer nodig.	strategiese mandaat uit te voer; en • Maak op konsekwente en regverdige wyse seker van nakoming van toepaslike werknemerswetgewing.
2. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.	• Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Pas riglyne en prosesse toe om eenvoudige probleme op te los; en • Verwys probleme wat nie in riglyne pas nie, na 'n toesighouer.	• Openbaar bevoegdhede uit vlak 1; • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel; • Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word; en • Volg op met verwysingsproses.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Maak gebruik van ondervinding en breë algemene kennis en toon 'n vermoë om indringende vrae te stel om gebruikersbehoeftes te verstaan; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Toon sterk konseptuele prosesse en soek na nuwe maniere om probleme op te los; • Toon 'n vermoë om indringende vrae te stel en tersaaklike inligting uit gebruikers te onttrek om hul behoeftes te verstaan; • Openbaar 'n intuïtiewe begrip van sake en kan inligting koppel; • Kan detailoriëntering met grootprentjiedenke versoen; en • Betrek die gepaste persone om komplekse interdepartementele probleme op te los.	• Openbaar bevoegdhede uit alle vlakke 1 tot 4; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Oorweeg implikasies en gevolge van voorgestelde oplossings; • Konseptualiseer moontlike oplossings van probleme en weeg oplossings teen besteprakytkmaatstawwe op; en • Hanteer dubbelsinnigheid, onsekerheid en kompleksiteit doeltreffend.
3. Organisatoriese bewustheid Verstaan die kernaandrywers in die sektor en die munisipaliteit en hoe om hierdie begrip toe te pas om	• Het basiese kennis van die munisipaliteit en biblioteekdienste.	• Openbaar bevoegdhede uit vlak 1; en • Verstaan hoe biblioteekdienste werk en die verhouding met ander tersaaklike dele in die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het kennis van munisipale/provinsiale wetgewing in verband met biblioteekdienste;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Openbaar kennis van die munisipaliteit se prioriteite en doelwitte;

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die diensleweringsuitdagings te bereik.			• Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Dra by tot hantering van die munisipaliteit se dienslewerings-uitdagings.	• Het dieptekennis van die munisipaliteit se beleid en prosedures; en • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering.	• Werk binne die munisipaliteit se beleid en prosedures; en • Het 'n dieptekennis van uitdagings waardeurbiblioteekdienste in die gesig gestaar word ten opsigte van dienslewering en optimale werking.
4. Aandag aan besonderhede Die vermoë om akkuraat en presies te werk en om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming te verseker.	• Gaan werk na vir foute en weglatings; • Maak seker alle take word betyds voltooi; en • Volg vasgestelde prosesse en prosedures (bv. biblioteekboeke op die rakke terugsit en herstel) akkuraat en noukeurig.	• Openbaar bevoegdhede uit vlak 1; • Maak seker alle besonderhede van 'n taak word uitgevoer; • Voltooi administratiewe take akkuraat en proeflees eie werk om foute of weglatings te identifiseer; en • Volg op met kwessies en kan vertrou word om by spertye te bly.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Merk foute of probleme op voordat take voltooi word; en • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Voltooi verslae en ander dokumentasie akkuraat en proeflees eie werk om foute of weglatings te identifiseer; • Stel hoë standaarde van werkprestasie aan self en ander; en • Aanvaar verantwoordelikheid vir uitkomstes en herfokus/hersien take waar gepas.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Stel maatstawwe en werksprosedures vas om 'n hoë vlak van gehalte en diens te bereik.
5. Professionele/tegniese vaardigheid Verstaan en pas praktiese en/of teoretiese kennis in die biblioteek- en Inligtingsdiensdissipline toe, om uitvoering te gee aan die inligtings-, opvoedkundige en ontspanningsrol van die openbarebiblioteekdiens.	• Verstaan die belangrikheid van biblioteekmateriaal wat korrek op die rak geplaas is/korrek geliasseerde dokumente; • Kan die Dewey-desimale stelsel en alfabet korrek gebruik;	• Openbaar bevoegdhede uit vlak 1; • Kan die publiek help met hul basiese lees- en inligtingsnavrae; • Kan elektroniese datasoektogte doen en kan 'n elektroniese biblioteekkatalogus/ inligtingstelsel navigeer; • Toon bewustheid van die beginsels/maatstawwe vir	• Openbaar bevoegdhede uit vlak 1 en 2; • Toon 'n breë en algemene leesagtergrond; • Verstaan en pas beginsels van inligtingsherwinning en lesersriglyne toe en kan die publiek doeltreffend help;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Toon 'n eklektiese leesagtergrond en 'n breë algemene kennis; • Is ten volle vertroud met alle aspekte daarvan om 'n openbare bibliotekaris te wees, in die besonder inligtingsherwinning en bibliografiese kennis;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Toon besondere boekkennis en 'n konseptuele begrip van die waarde van lees; • Is ten volle vertroud met alle aspekte en ondersteunende waardes van om 'n openbare bibliotekaris te wees/biblioteke;

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	• Verstaan en pas die korrekte materiaalherstel- en onderhoudstegnieke toe sowel as algemene skoonmaakmetodes; en • Toon 'n aktiewe belangstelling in lees en 'n algemene kennis oor etlike onderwerpe.	versamelingsontwikkeling en inligtingsherwinning; • Toon deeglike kennis van die navorsingsonderhouds-tegniek; en • Openbaar kennis van vestiging en ontwikkeling van 'n leeskultuur.	• Toon 'n deeglike begrip van en pas beginsels/ maatstawwe toe in verband met versamelings-ontwikkeling, inligtingsherwinning, tendense en gebruikers se inligtingsbehoeftes; • Kan bibliografiese kennis toepas; • Verstaan die diensideale van 'n openbare biblioteek; en • Verstaan en pas die metodologie toe om gebruikers se behoeftes vas te stel.	• Toon deeglike kennis van en die vermoë om beginsels en maatstawwe van versamelingsontwikkeling op 'n openbare biblioteek se oogmerke toe te pas en te reageer op gemeenskapsbelang-stelling en -behoeftes; en • Openbaar 'n vermoë en 'n dryfkrag om die biblioteekdiens met die munisipaliteit se strategiese doelwitte en oogmerke te integreer om organisatoriese prestasie te verbeter en steun pogings om die organisasie se kultuur te ontwikkel.	• Kan keuringsmaatstawwe en versamelingsontwikkeling proaktief aanpas/beïnvloed; • Verbeter hulpbrondeling met die departement en implementeer gepaste strategieë en prosedures; • Toon 'n besondere kennis van die navorsingsonderhouds-tegnieke en instrumente en lesers se riglyne/tegnieke; • Toon deeglike kennis van en die vermoë om die metodologie om gebruikers se behoeftes in diverse gemeenskappe toe te pas; en • Maak seker dat daar in die inligtings-, opvoedkundige en ontspanningsbehoeftes van die kliënte voorsien word deur die beskikbaarheid van 'n omvattende verskeidenheid biblioteekmateriaal en professionele dienste.
OPENBAREDIENSORIËNTERING					
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar;	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit;	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees;	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur die persoonlike interaksie met interne en eksterne

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en buite die munisipaliteit te vorm en te handhaaf.	• Kommunikeer doeltreffend; en • Is diplomaties en neem die behoeftes van die publiek in ag.	• Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Moedig insette van ander aan en neem dit in ag; en • Gee erkenning aan bydraes van ander.	• Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie. • Bewus van hoe mense en munisipaliteite funksioneer; en • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes.	kernbelanghebbendes van die munisipaliteit en met toepaslike staatsdiensstrukture.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Volg instruksies en vra vrae wanneer kwessies onduidelik lyk.	• Openbaar bevoegdhede uit vlak 1; • Gee aandag aan boodskappe van ander – interpreteer dit korrek en reageer spoedig en gepas; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; en • Ontvanklik vir voorstelle en idees van ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat alle kommunikasie (verbaal sowel as skriftelik) duidelik en ondubbelsinnig is; • Gebruik terme, voorbeelde en analogieë wat deur almal verstaan word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Kan kommunikasiestyl en -formaat aanpas om te pas by diegene met wie hy/sy interaksie het (van senior burgers tot kleuters en mense in die biblioteekstruktuur); • Verseker begrip deur vrae te vra en kan boodskappe	• Openbaar bevoegdhede uit vlak 1 tot 3; • Interpreteer boodskappe korrek en reageer gepas (dit sluit "lees" van verbale en nieverbale vrae in); • Berei oorwoë skriftelike kommunikasie van hoë gehalte voor; • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe uit in formele sowel as informele situasies; en • Beïnvloed bestuur deur oortuiging oor sienswyses.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Lyk gemaklik tydens interaksie, oorreding en beïnvloeding van bestuursvlakke in die munisipaliteit.

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			herformuleer of op verskillende maniere oordra om begrip te vergroot; • Openbaar konseptuele helderheid wanneer skriftelik kommunikeer; en • Reageer met akkurate en volledige antwoorde op vrae en navrae.		
3. Dienslewerings-oriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Verbonde aan voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Lyk professioneel tydens interaksie met algemene publiek en belanghebbendes; en • Tree doeltreffend in interaksie met algemene publiek.	• Openbaar bevoegdhede uit vlak 1 en 2; • Vestig 'n samewerkende verhouding met die gemeenskap en algemene publiek; • Vors kliëntebehoeftes na; en • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met die media oor diensleweringsake; • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Bestuur gemeenskaps-verwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Verstaan gemeenskapsbehoeftes wat geartikuleer word in gesprekke, opnames en steun lewering deur gepaste ingrypings; en. • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Help met basiese navrae oor die biblioteek; en • Lê inisiatief aan die dag en rig kliënte na 'n biblioteek-beroepspersoon wat met navrae kan help.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die verskeidenheid kliënte wat bedien word; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te	• Openbaar bevoegdhede uit vlak 1 en 2. • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Lê 'n poging aan die dag om proaktief die kliënt se inligtingsbehoeftes en leeservarings te bespreek; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; • Maak seker dat inligting meestal so gou moontlik voorsien word; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die	• Openbaar bevoegdhede uit vorige vlakke.

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		aanvaar om uitstekende klantediens te lewer.	• Implementeer kliëntetevredenheidsteru gvoer om verskaffing van gehaltediens te verseker.	kliëntediensvisie openbaar.	
PERSOONLIKE BEVOEGDHEDE					
1. Verantwoordingsplig-tigheid en etiese gedrag Die vermoë om verantwoordelikheid vir eie werk op 'n etiese manier te erken en te aanvaar.	• Openbaar 'n vermoë om besluite te neem oor en verantwoordelikheid vir aksies te aanvaar en 'n vermoë om die inisiatief te neem om enige tekortkominge wat aangetref word, te hanteer; • Gedra self volgens organisatoriese waardes; en • Onderneem rolle op 'n opregte en eerlike manier.	• Openbaar bevoegdhede uit vlak 1; en • Openbaar 'n vermoë om aanspreeklik te wees vir eie dade, om doeltreffend saam met ander te werk en hulle te respekteer, en, in 'n gedefinieerde konteks, toesighoudende verantwoordelikheid vir ander te aanvaar en vir die verantwoordelike gebruik van hulpbronne waar gepas.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar 'n vermoë om doeltreffend in 'n span of groep te werk en om verantwoordelikheid te aanvaar vir 'n mens se eie besluite en optrede en die besluite en optrede van ander in goed gedefinieerde kontekste, insluitende die verantwoordelikheid vir die gebruik van hulpbronne waar gepas.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar 'n vermoë om volle verantwoordelikheid vir 'n mens se eie werk, besluitneming en gebruik van hulpbronne te aanvaar en beperkte aanspreeklikheid vir die besluite en optrede van ander in verskillende of swak gedefinieerde kontekste.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Openbaar 'n vermoë om onafhanklik te werk en volle verantwoordelikheid vir 'n mens se eie werk te aanvaar en, waar gepas, om aanspreeklik te wees vir leiding en inisiëring van prosesse en implementering van stelsels, versekering van goeie hulpbronbestuur en beheerpraktyke.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Probeer voortdurend verbeter, ten spyte van terugslae of	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Kan doeltreffend onder druk in 'n leierskaprol funksioneer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; • Voer scenariobeplanning uit; • Ontwikkel gebeurlikheidsplanne; • Kan doeltreffend onder druk en in veranderende situasies funksioneer; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak; • Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies funksioneer; en • Openbaar doeltreffende leierskap tydens 'n krisis.	• Openbaar alle bevoegdhede uit vlak 1 tot 4; en • Voorspel risiko's proaktief en versag dit dienooreenkomstig.

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	ander beperkings; en • Kan doeltreffend onder druk funksioneer.		• Openbaar doeltreffende leierskap tydens 'n krisis.		
3. Bestuur van leer (leeroriëntering) Vermoë om kennis te verkry, insig te ontwikkel, te motiveer en op voortdurende selfverbetering te fokus.	Openbaar 'n vermoë om verantwoordelikheid te aanvaar vir eie leer in 'n omgewing onder toesig en 'n vermoë om eie prestasie teen gegewe maatstawwe te evalueer.	Openbaar 'n vermoë om eie prestasie of die prestasie van ander te evalueer en om gepas op te tree waar nodig; en verantwoordelikheid te aanvaar vir eie leer in 'n gestruktureerde leerproses en die leer van ander te bevorder.	Openbaar 'n vermoë om prestasie teen gegewe maatstawwe te evalueer en eie taakspesifieke leerbehoeftes in 'n gegewe konteks akkuraat te identifiseer en aandag daaraan te gee en om steun te voorsien vir die leerbehoeftes van ander, waar gepas.	Openbaar 'n vermoë om eie leerbehoeftes in 'n selfgerigte manier te identifiseer, evalueer en aandag daaraan te gee, en om samewerkende leerprosesse te fasiliteer.	Openbaar 'n vermoë om eie leerstrategieë te ontwikkel wat onafhanklike leer en akademiese of professionele ontwikkeling onderhou en kan doeltreffende interaksie hê in die leer- of professionele groep as 'n manier om leer te verbeter.
OPENBAREDIENSORIËNTERING					
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar alle bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie en die publiek; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar alle bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Sensitief vir hoe mense en organisasies funksioneer.	• Openbaar bevoegdhede uit vlak 1 tot 4.

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2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot take en verslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; • Openbaar uitstekende mondelinge en skriftelike kommunikasie; en • Openbaar uitstekende luistervaardighede.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; • Kommunikeer doeltreffend met mense op alle vlakke; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; en • Hanteer sensitiewe persoonlike gesprekke doeltreffend by personeel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Kommunikeer doeltreffend op senior vlakke; en • Hanteer medianavrae doeltreffend.
3. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op en reageer tydig op klantebehoeftes;	• Openbaar bevoegdhede uit vlak 1; • Professioneel in interaksie met die publiek en belanghebbendes; • Aanvaar verantwoordelikheid om diens van uitstekende gehalte te lewer; en	• Openbaar bevoegdhede uit vlak 1 en 2; en • Steun ander om verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan die kliënt se probleme en soek inligting oor huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die	• Openbaar bevoegdhede uit vlak 1 tot 4; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en

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	• Verbonde aan voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Bespoedig en verbind self doeltreffend tot omkeertyd.	• Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid.		kliëntediensvisie te implementeer; en • Implementeer kliëntetevredenheids-terugvoer om verskaffing van gehaltediens te verseker.	• Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE					
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Goed daarin om rigting duidelik aan te gee; en • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Delegeer taak verantwoordelik aan ander en steun waar nodig. Stel doeltreffende beheermaatreëls en moniteringsprosesse in om op hoogte te bly van sake en resultate; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; en • Kan ongewilde besluite neem, toon karaktersterkte onder dwang en druk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take; • Beweeg ander om op te tree deur oogmerke en doelwitte in daaglikse aktiwiteite te omskep; • Rig en motiveer ander tot optrede wat die uitdruklike doelwitte en oogmerke steun; • Erken en beloon werknemers (na eie diskresionêre gesag) wie se optrede die bereiking van doelwitte en oogmerke steun; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor;	• Openbaar bevoegdhede uit vlak 1 tot 4; • Verstaan en artikuleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om daar uit te kom; • Dink progressief en bring innoverende idees voort; en • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke.

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				• Inspireer personeel deur eie gedrag – lei deur voorbeeld.	
2. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van kollegas te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1; • Kan eie ontwikkelingsbehoeftes identifiseer; en • Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1 en 2; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; en • Aktief betrokke by die behoud en ontwikkeling van talent in eie gebied van beheer.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf.
3. Impak en invloed (aanbevelersvaardighede) Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Beantwoord basiese/rigtingsvrae beleefd en behulpsaam; en • Kan help met biblioteekuitreikaktiwiteite en -programme.	• Openbaar bevoegdhede uit vlak 1; • Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; • Word gerespekteer deur eweknieë;	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke (veral gemeenskapslede);	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer ondergeskiktes om take en missies uit te voer; • Kan 'n groot verskeidenheid interpersoonlike style en	• Openbaar bevoegdhede uit vlak 1 tot 4; • Kan interne en eksterne verhoudings ontwikkel om sakeverbeterings-inisiatiewe en vennootskappe te implementeer en om die

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		• Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke (veral gemeenskapslede); en • Neem deel aan uitreikaktiwiteite en -programme en help met bevordering van die biblioteekdiens.	• Is geloofwaardig vir personeel, bestuur en belanghebbendes; • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg; en • Toon 'n aktiewe betrokkenheid by gemeenskapsmunisipalit eite en die vermoë om professionele verhoudings en vennootskappe met opvoedkundige instellings en ondernemings te vorm en te onderhou.	kommunikasiemetodes gebruik om steun vir biblioteekdienste in die gemeenskap te kry; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; • Word gevra om konflik en verskille op te los; • Kan ongewilde besluite neem indien dit in die belang van die biblioteek is; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Oortuig senior bestuur om voorstelle aan te neem en te implementeer.	bevordering van biblioteekdienste te steun; • Kan uitreikaktiwiteite en -programme beplan en daaroor toesig hou; en • Kan biblioteekdienste bevorder.

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BEVOEGDHEIDSRAAMWERK VIR LEWENSREDDERS

VLAK	1	2	3
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Lewensredder	• Senior lewensredder	• Toesighoudende lewensredder
KENNIS EN OMVANG VAN WERK	• Onderneem en voer lewensreddersplig uit óf by aangewese munisipale swembaddens óf strande deur gevestigde spanpogings deur vaardighede en kennis te gebruik om die veiligheid van die publiek te onderhou ten opsigte van aanvaarde standaarde en prosedures.	• Om oor die lewensreddingsdiens toesig te hou en dit te beheer by óf aangewese munisipale swembaddens óf strande, saam met die direkte lynbestuurder deur doeltreffende gebruik te maak van kundigheid, vaardighede en beskikbare hulpbronne om 'n veilige, aangename en harmoniese ontspanningsatmosfeer te verseker.	• Voer die volle omvang van aktiwiteite uit wat van 'n lewensredder verwag word en hou toesig oor die personeeltal wat aan strande of munisipale swembaddens toegewys is; en • Bestuur al die aktiwiteite en administrasie wat met die doeltreffende en effektiewe bestuur van lewensreddersdienste by strande of munisipale swembaddens verband hou.
ONDERVINDING	• Geen ondervinding nodig.	• Minimum van 2 jaar professionele lewensreddersondervinding.	• 3-5 jaar toepaslike ondervinding waarvan 2 jaar ondervinding as toesighouer moet wees.
KWALIFIKASIE	• Graad 12; • Geldige vlak 2-eerstehulpsertifikaat of moet een verkry het binne 6 maande van aanstelling; • Geldige lewensredderstoekenning of ekwivalent met geldige jaarliksfe hertoetsing; • Geldige kode A-motorfietslisensie (waar van toepassing); en • Geldige EB-rybewys (waar van toepassing)	• Graad 12; • Geldige gevorderde eerstehulpsertifikaat of ekwivalent; • Geldige gevorderde lewensredderstoekenning of ekwivalent met geldige jaarlikse hertoetsing; • WoBVV-opleiding; • Geldige gepaste wetstoepassingskwalifikasies (vredesbeampte) of bereidwilligheid om	• Graad 12; • Geldige gevorderde eerstehulpsertifikaat of ekwivalent; • Geldige gevorderde lewensredderstoekenning of ekwivalent met geldige jaarlikse hertoetsing; • WoBVV-opleiding; • Geldige gepaste wetstoepassingskwalifikasies (vredesbeampte) of bereidwilligheid om

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		toepaslike opleiding by te woon; en • Geldige rybewys met kode EB. **Vir lewensredders by 'n strand**: • Branderryvaardigheidstoekenning (SPA) instrukteursertifikaat of ekwivalent; • Geldige opblaasreddingsboot- (IRB) bestuursertifikaat; en • Geldige kapteinslisensie.	toepaslike opleiding by te woon; • Geldige rybewys met kode EB; en • Sertifikaat van toesighouersvaardighedekursus of ekwivalent. **Vir lewensredders by 'n strand**: • Branderryvaardigheidstoekenning (SPA) instrukteursertifikaat of ekwivalent; • Geldige opblaasreddingsboot- (IRB) bestuursertifikaat; en • Geldige kapteinslisensie.
BEVOEGDHEDE			
BEVOEGDHEIDSVLAK	**1**	**2**	**3**
KERN- PROFESSIONELE BEVOEGDHEDE			
1. Gemeenskaps- en klantefokus Vermoë om op die klant te fokus en diens van hoë gehalte te voorsien wat daarop ingestel is om in verskillende behoeftes te voorsien in die gemeenskappe wat bedien word.	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en verseker kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Beantwoord basiese vrae beleefd en behulpsaam.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Monitor kliëntetevredenheid; en • Gee spoedig aandag aan minder gekompliseerde probleme, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek op om die kliëntediensvisie te implementeer; en • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker.
2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en	• Identifiseer bronne van inligting en gebruik dit; • Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem;	• Openbaar bevoegdhede uit vlak 1; • Volg 'n sistematiese benadering tot versameling van inligting;	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is;

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kwessies te identifiseer om doeltreffende besluite te neem.	• Kan onderskei en toepaslike en belangrike inligting skei; • Neem inligting vinnig en akkuraat in; • Hersien al die inligting wat versamel is om die situasie te verstaan en logiese gevolgtrekkings te maak; • Identifiseer en koppel oorsake en gevolge; • Identifiseer wat verander kan word en wat nie; • Volg 'n sistematiese benadering tot oplossing van probleme; • Bly onpartydig en vorm nie oorhaastige oordele nie; • Verwys na verordeninge en prosedures waar nodig voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem.	• Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	• Versamel inligting en idees van buite tot voordeel van die organisasie; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer; • Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Neem verskillende opsies in ag en oorweeg verskillende scenario's; • Bring verbeeldingryke antwoorde op komplekse probleme voort; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.
3. Onderhandeling en beïnvloeding Vermoë om ander te oorreed en beïnvloed deur logika en redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.	• Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite; • Gebruik logika en redeneringsvermoë om ander te oorreed en te beïnvloed; en • Bied kragtige redenasies aan.	• Openbaar bevoegdhede uit vlak 1; • Hanteer besware deur probleme te erken en alternatiewe voor te stel; • Betrek mense met positiewe gesindhede om verbintenis van ander te kry; • Stel duidelike onderhandelingsmikpunte en uitkomste; • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer belangrike spelers in 'n situasie; • Kry algemene instemming by alle vlakke; • Ontwikkel logiese argumente, oortuig alle betrokkenes van die voordele; • Fokus op belangrike elemente van komplekse sake om ander van die beskouing te oortuig; en • Pas redenasies aan om die punte in te sluit wat die meeste invloed sal hê op die ander betrokkenes.

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4. Volharding Toon aanpasbaarheid, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.
5. Kommunikasie Dra idees en inligting doeltreffend oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat toegespreek word, wat 'n gemeenskaplike begrip verseker.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.
6. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Wakker vir potensiële belangebotsings en volg prosedures om konflik te hanteer; • Verstaan en volg munisipale beleid en wetgewing; • Verstaan beskikbare hulpbronne in munisipaliteit om etiese kwessies op te los; en • Kan betrokke risiko's in alternatiewe handelswyses identifiseer.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste gedragslyn by toesighoudende lewensredders aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiële belangebotsings onder toepaslike professionele standaarde; • Bevorder 'n kultuur van etiese gedrag; • Neem voorlopige besluite en doen aanbevelings oor moeilike etiese kwessies; • Beveel optrede aan gegrond op evaluering van toepaslike feite, kwessies en risiko's/ en • Beveel 'n aanbeveling aan en kan toon hoe daardie aanbeveling die gewenste oogmerke sal bereik.
FUNKSIONELE BEVOEGDHEDE			
1. Toepassing van verordeninge en noodreaksie Vermoë om hoërisikosituasies te voorkom en daarop te reageer.	• Hanteer probleemsituasies wanneer nodig; • Reageer onverwyld en doeltreffend op noodoproepe/-seine; • Herken ongewone aktiwiteit en gryp op gepaste wyse in; • Verstaan beleid en regulasies wat lewensredding beheer; • Assesseer noodsituasies en vra hulp waar nodig; en	• Openbaar bevoegdhede uit vlak 1; • Inisieer selfgerigte optrede óf by strande óf munisipale swembaddens; • Beheer noodvoorvalle met standaardwerkprosedures; en • Openbaar goeie oordeel in spanningsvolle situasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en koördineerder lewensreddersaktiwiteite tydens hoërisikotydperke; en • Behou selfvertroue en selfbeheersing onder druk.

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	• Behou beheer oor individue wat enige verordeninge oortree.		
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING			
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer;	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer;

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		• Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.
PERSOONLIKE BEVOEGDHEDE			
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd.	• Openbaar bevoegdhede uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen;

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deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.			• Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE			
1. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.
2. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting en ondervinding met eweknieë; • Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne en rigting oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings vir personeel identifiseer; en • Kan die onderliggende oorsake vir swak prestasie verstaan en die gepaste steun gee.

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4. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; • Dwing respek by eweknieë en bestuurders af; en • Kan verskeie belanghebbendes betrek en oortuig.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.

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MEDIESE BEVOEGDHEIDSRAAMWERKE

VLAK	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Ingeskrewe verpleegkundige • Verpleegkundige – ingeskrewe helper	• Professionele verpleegkundige • Terapeut • Radiograaf	• Senior professionele verpleegkundige • Kliniese sielkundige • Kliniese toesighouer: Middelmisbruik • Kliniese verpleegkundige • Senior terapeut	• Kliniese mediese beampte • Senior mediese beampte • Mediese dokter
KENNIS	• Voer voorgeskrewe kliniese prosedures uit.	• Lewer 'n omvattende primêregesondheidsorgdiens.	• Lewer 'n omvattende primêregesondheidsorgdiens, insluitende volwasse genesing; of bestuur 'n klein kliniek of 'n eenheid in 'n groot kliniek (> of = 12 verpleegkundiges).	• Pas 'n groot verskeidenheid diagnostiese en terapeutiese kliniese bestuursvaardighede toe; en • Bestuur 'n groot kliniek.
ONDERVINDING	• Intreevlak/By SAVR ingeskryf.	• 1-3 jaar toepaslike ondervinding nodig.	• 3-5 jaar toepaslike ondervinding nodig.	• 5-8 jaar toepaslike ondervinding nodig.
KWALIFIKASIE	• 'n Kwalifikasie ná matriek met voorkeur vir 'n Sertifikaat van inskrywing by SAVR as 'n ingeskrewe verpleegster.	• 'n Toepaslike tersiêre kwalifikasie nodig, verkieslik 'n Diploma/Graad as algemene verpleegster en vroedvrou; • Registrasie by die SAVR; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma/Graad as algemene verpleegster en vroedvrou; • Registrasie by die SAVR; en • Rekenaargeletterdheid: MS Office	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma/Graad as algemene verpleegster en vroedvrou; • Registrasie by die SAVR. • MBChB; en • Rekenaargeletterdheid: MS Office

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAK	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Interpersoonlike en kommunikasievaardighede Openbaar interpersoonlike en kommunikasievaardighede wat tot doeltreffende inligtingsuitruiling lei en spanvorming met pasiënte, hul gesinne en professionele kollegas.	• Openbaar doeltreffende en gepaste verbale, nieverbale en skriftelike kommunikasievaardighede in 'n verskeidenheid professionele situasies.	• Openbaar bevoegdhede uit vlak 1; • Skep en onderhou 'n terapeutiese en eties gesonde verhouding met pasiënte; • Gebruik doeltreffende luistervaardighede wanneer daar met pasiënte gekommunikeer word; • Onttrek en voorsien inligting deur doeltreffende nieverbale, verduidelikende, ondervragings- en skryfvaardighede te gebruik; en • Werk doeltreffend saam met ander as 'n lid of 'n leier van 'n gesondheidsorgspan.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar 'n verbintenis daartoe om in samewerkende groepe op alle gebiede van gesondheidsorg te werk.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende kommunikasie- en mensebestuursvaardighede wat in 'n verskeidenheid gesondheidsorgsituasies gebruik kan word.
2. Professionalisme Openbaar 'n verbintenis daartoe om professionele verantwoordelikhede na te kom, etiese beginsels na te kom en sensitief te wees teenoor 'n diverse pasiëntbevolking.	• Openbaar sensitiwiteit en responsiwiteit vir pasiënte se kultuur, ouderdom, geslag en gebreke.	• Openbaar bevoegdhede uit vlak 1; • Openbaar respek, meegevoel en integriteit; • Sensitief vir die behoeftes van pasiënte en gemeenskap, dit oortref eiebelang; • Aanspreeklik teenoor pasiënte, die gemeenskap en die beroep; en • Openbaar 'n verbintenis tot voortreflikheid en voortgesette professionele ontwikkeling.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n verbintenis tot etiese beginsels met betrekking tot voorsiening of weerhouding van kliniese sorg; • Maak seker pasiënt se vertroulikheid word behou; en • Maak seker dat ingeligte toestemming vir behandeling verkry word.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder respek, medelye en integriteit en responsiwiteit vir die behoeftes van pasiënte en die gemeenskap.

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3. Stelselgebaseerde praktyk Openbaar 'n bewustheid en responsiwiteit vir die groter konteks en stelsel van gesondheidsorg en die vermoë om doeltreffend van stelselhulpbronne gebruik te maak om sorg te voorsien wat van optimale waarde is.	• Verstaan hoe pasiëntesorg en ander professionele praktyke ander gesondheidsorgdeskundiges, gesondheidsdienste en die groter gemeenskap raak; en • Verstaan hoe elemente van die stelsel hul eie praktyk raak.	• Openbaar alle bevoegdhede uit vlak 1; en • Beveel gehaltepasiëntesorg aan en help pasiënte met kompleksiteite in die stelsel.	• Openbaar alle bevoegdhede uit vlak 1 en 2; en • Beoefen koste-effektiewe gesondheidsorg en hulpbrontoekenning wat nie die gehalte van sorg prysgee nie.	• Openbaar alle bevoegdhede uit vlak 1 tot 3; • Weet hoe soorte mediese praktyk en leweringstelsels van mekaar verskil, insluitende metodes van beheer van gesondheidsorgkoste en toewysing van hulpbronne; en • Weet hoe om vennootskappe te vorm met gesondheidsorgbestuurder en -verskaffers om gesondheidsorg te assesseer, te koördineer en te verbeter en hoe hierdie aktiwiteite stelselprestasie kan beïnvloed.
FUNKSIONELE BEVOEGDHEDE				
1. Pasiëntesorg Voorsien pasiëntesorg wat medelydend, gepas en doeltreffend is vir die behandeling van gesondheidsprobleme en die bevordering van gesondheid.	• Kommunikeer doeltreffend met pasiënte; • Openbaar sorgsame en respekvolle gedrag tydens interaksie met pasiënte en hul gesinne; en • Maak noodsaaklike en akkurate inligting oor pasiënte bymekaar volgens vasgestelde protokolle.	• Openbaar bevoegdhede uit vlak 1; • Neem ingeligte besluite oor diagnostiese en terapeutiese ingrypings gegrond op pasiëntevoorkeure, die jongste wetenskaplike getuienis en kliniese oordeel; • Ontwikkel en voer pasiëntebestuursplanne uit; en • Gee raad aan en voed pasiënte en hul gesinne op.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik inligtingstegnologie om pasiëntesorgbesluite en pasiënteopvoeding te steun; en • Voer alle mediese prosedures wat as noodsaaklik vir die praktykgebied beskou word, op bevoegde wyse uit.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Voorsien gesondheidsorgdienste wat daarop gemik is om gesondheidsprobleme te voorkom of gesondheidswerk met gesondheidsorgdeskundiges te onderhou, insluitende dié uit ander dissiplines om pasiëntgefokusde sorg te voorsien.
2. Mediese kennis Openbaar kennis oor gevestigde en ontwikkelende biomediese, kliniese en verwante (bv.	• Openbaar 'n ondersoekende en analitiese denkbenadering tot kliniese situasies.	• Openbaar bevoegdhede uit vlak 1; • Ken en pas die basiese en klinies ondersteunende	• Openbaar bevoegdhede uit vlak 1 en 2; en • Skep gepaste diagnostiese en terapeutiese bestuurstrategieë vir pasiënte met dieselfde	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Ontwikkel ingrypingsplanne gegrond op 'n begrip van huidige wetenskaplike kennis

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epidemiologiese en sosiogedrags-) wetenskappe en die toepassing van hierdie kennis op pasiëntesorg.		wetenskappe toe wat gepas vir sy of haar dissipline is; • Openbaar die vermoë om volledige en gepas gefokusde ondersoeke op 'n respekvolle, logiese en georganiseerde manier uit te voer; • Los kliniese probleme op deur afleidingsredenasies te volg; • Voer roetine- tegniese prosedures uit; en • Stel fisiese diagnose vas terwyl spesifieke kliniese en etiese sake herken word en kulturele bevoegdheid met diverse bevolkings gebruik word.	probleem wat vir die behoeftes van akute sowel as chroniese sorg ontstaan.	soos toegepas op gesondheidsprobleme.
3. Praktykgebaseerde leer en verbetering Ondersoek en evalueer pasiëntesorgdienste, evalueer en assimileer wetenskaplike getuienis en verbeter pasiëntesorggebruike.	• Verstaan hoe mediese deskundiges pasiënte help om stelselkompleksiteite te hanteer deur gehaltepasiëntesorg aan te beveel.	• Openbaar bevoegdhede uit vlak 1; • Ontleed praktykondervinding en voer praktykgebaseerde verbeteringsaktiwiteite uit deur 'n stelselmatige metodologie te gebruik; en • Gebruik inligtingstegnologie om inligting te bestuur, toegang te verkry tot mediese inligting en eie opvoeding te steun.	• Openbaar bevoegdhede uit vlak 1 en 2; • Spoor getuienis op in wetenskaplike studies wat met pasiënte se gesondheidsprobleme verband hou, evalueer en assimileer dit; • Verkry en gebruik inligting oor bevolking waaruit die pasiënte geneem word; en • Pas kennis van studie-ontwerp en statistiese metodes toe op die evaluasie van kliniese studies en ander inligting oor diagnostiese en terapeutiese doeltreffendheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Fasiliteer die leer van studente en ander gesondheidsorgdeskundiges.

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BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vermoë om reguit en eerlik te wees sowel as diplomaties en taktvol; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Sensitief vir hoe mense en organisasies funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar goeie mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op alle vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering	• Verbind tot voortreflikheid; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om nuwe maniere om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte, te ondersoek en te implementeer.	• Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings;	• Vestig 'n samewerkende verhouding met die gemeenskap; • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings; en • Praat doeltreffend met die media oor diensleweringsake.
4. Klantoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Verstaan die kliënt se sake Openbaar bevoegdhede uit vlak 1 en 2; • Soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; en • Druk self en motiveer ander vir resultate.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel uitdagende doelwitte; en • Jaag projekoogmerke meedoënloos na.

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gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.				
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

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4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; • Leer uit ondervinding – herhaal nie foute nie; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Gebruik invloed om oogmerke te bereik; en • Beïnvloed senior bestuur doeltreffend.
2. Spanoriëntering	• Werk goed met ander spanlede saam;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Verstaan vereistes vir professionele ontwikkeling van mediese deskundiges;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Lei deur voorbeeld; • Ontwikkel en implementeer gepaste ontwikkelaar/programme vir mediese deskundiges;

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			• Kan gepaste opleidingsingrypings ontwikkel; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	• Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir mediese personeel.

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FARMASEUTIESE BEVOEGDHEIDSRAAMWERK

VLAK	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Aptekersassistent (basies)	• Nabasiese aptekersassistent • Nabasiese aptekersassistent (PHC)	• Aptekerstegnikus (PT) • Apteker/Senior	• Apteek- bedryfsbestuurder • Senior bestuurder (aptekersdienste)
KENNIS	• Voer voorgeskrewe farmaseutiese prosedures uit.	• Algemene steun en hulp aan farmaseutiese dienste	• Omvattende farmaseutiese dienste	• Bestuur van farmaseutiese dienste
ONDERVINDING	• 12 maande toepaslike ondervinding	• 2 jaar toepaslike ondervinding as 'n nabasiese aptekersassistent	• 3-5 jaar toepaslike ondervinding nodig	• 5-8 jaar toepaslike ondervinding nodig
KWALIFIKASIE	• Basiese aptekersassistentsertifikaat; en • Registrasie by die Suid-Afrikaanse Aptekersraad (SAAR) ingevolge Wet 53 van 1974.	• Nabasiese aptekersassistentsertifikaat; • Registrasie by die Suid-Afrikaanse Aptekersraad (SAAR) ingevolge Wet 53 van 1974; en • Rekenaargeletterdheid: MS Office	Aptekerstegnikus: • Aptekerstegnikus: 2-jaar Diploma: Aptekerstegnikus; • Registrasie by SAAR as aptekerstegnikus; en • Rekenaargeletterdheid: MS Office Apteker: • Baccalaureus-graad in aptekerswese • Registrasie by SAAR as apteker; en • Rekenaargeletterdheid: MS Office	• Bacchalaureus-graad in aptekerswese • Registrasie by SAAR as 'n verantwoordelike apteker; en • Rekenaargeletterdheid: MS Office

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAK	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Interpersoonlike en kommunikasievaardighede Openbaar interpersoonlike en kommunikasievaardighede wat tot doeltreffende inligtingsuitruiling lei en ook tot spanvorming met pasiënte, hul gesinne en professionele kollegas.	• Openbaar doeltreffende en gepaste verbale, nieverbale en skriftelike kommunikasievaardighede in 'n verskeidenheid professionele situasies.	• Openbaar bevoegdhede uit vlak 1; • Skep en onderhou 'n eties gesonde verhouding met pasiënte; • Gebruik doeltreffende luistervaardighede wanneer daar met pasiënte gekommunikeer word; • Onttrek en voorsien inligting deur doeltreffende nieverbale, verduidelikende, ondervragings- en skryfvaardighede te gebruik; en • Werk doeltreffend met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar 'n verbintenis daartoe om in samewerkende groepe op alle gebiede van farmaseutiese en gesondheidsorg te werk.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende kommunikasie- en mensebestuursvaardighede wat in 'n verskeidenheid farmaseutiese en gesondheidsorgsituasies gebruik kan word.
2. Professionalisme Openbaar 'n verbintenis daartoe om professionele verantwoordelikhede uit te voer, etiese beginsels na te kom en sensitief te wees teenoor 'n diverse pasiëntbevolking.	• Openbaar sensitiwiteit en responsiwiteit vir pasiënte se kultuur, ouderdom, geslag en gebreke.	• Openbaar bevoegdhede uit vlak 1; • Openbaar respek, meegevoel en integriteit; • Sensitiewer vir die behoeftes van pasiënte en gemeenskap as vir eiebelang; • Aanspreeklik teenoor pasiënte, die gemeenskap en die beroep; en • Openbaar 'n verbintenis tot voortreflikheid en voortgesette professionalisme ontwikkeling.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n verbintenis tot etiese beginsels met betrekking tot voorsiening of weerhouding van aptekersdienste sorg; • Maak seker pasiënt se vertroulikheid word behou.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder respek, medelye en integriteit en responsiwiteit vir die behoeftes van pasiënte en die gemeenskap.
3. Stelselgebaseerde praktyk	• Verstaan hoe pasiëntesorg en ander professionele praktyke ander	• Openbaar alle bevoegdhede uit vlak 1; en	• Openbaar alle bevoegdhede uit vlak 1 en 2; en	• Openbaar alle bevoegdhede uit vlak 1 tot 3;

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Openbaar 'n bewustheid en responsiwiteit vir die groter konteks en stelsel van farmaseutiese en gesondheidsorg en die vermoë om doeltreffend van stelselhulpbronne gebruik te maak om steun te voorsien wat van optimale waarde is.	gesondheidsorgdeskundiges, gesondheids- en farmaseutiese dienste en die groter gemeenskap raak; en • Verstaan hoe elemente van die stelsel hul eie praktyk raak.	• Beveel gehaltepasiëntesorg aan en help pasiënte met kompleksiteite in die stelsel.	• Beoefen koste-effektiewe farmaseutiese en gesondheidsorg en hulpbrontoekenning wat nie die gehalte van sorg prysgee nie.	• Weet hoe soorte farmaseutiese en mediese praktyk en leweringstelsels van mekaar verskil, insluitende metodes van beheer van gesondheidsorgkoste en toewysing van hulpbronne; en • Weet hoe om vennootskappe te vorm met farmaseutiese diensverskaffers en gesondheidsorgbestuurders om sorg te assesseer, te koördineer en te verbeter en hoe hierdie aktiwiteite stelselprestasie kan beïnvloed.
FUNKSIONELE BEVOEGDHEDE				
1. Pasiëntesorg Voorsien pasiëntesorg wat medelydend, gepas en doeltreffend is vir die behandeling van gesondheidsprobleme en die bevordering van gesondheid.	• Kommunikeer doeltreffend met pasiënte; • Openbaar sorgsame en respekvolle gedrag tydens interaksie met pasiënte en hul gesinne; en • Maak noodsaaklike en akkurate inligting oor pasiënte bymekaar volgens vasgestelde protokolle.	• Openbaar bevoegdhede uit vlak 1; • Neem ingeligte besluite oor diagnostiese en terapeutiese ingrypings gegrond op pasiëntevoorkeure, die jongste wetenskaplike getuienis en kliniese oordeel; • Ontwikkel en voer pasiëntebestuursplanne uit; en • Gee raad aan en voed pasiënte en hul gesinne op.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik inligtingstegnologie om pasiëntesorgbesluite en pasiënteopvoeding te steun; en • Voer alle prosedures wat as noodsaaklik vir die praktykgebied beskou word, op bevoegde wyse uit.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Voorsien farmaseutiese dienste wat daarop gemik is om gesondheidsprobleme te voorkom of gesondheidswerk met gesondheidsorgdeskundiges te onderhou, insluitende dié uit ander dissiplines om pasiëntgefokusde sorg te voorsien.
2. Mediese kennis Openbaar kennis oor mediese en farmaseutiese dienste kennis in verband met gevestigde en ontwikkelende biomediese, kliniese en verwante (bv.	• Openbaar 'n ondersoekende en analitiese denkbenadering aan kliniese/mediese situasies.	• Openbaar bevoegdhede uit vlak 1; • Ken en pas die basiese en klinies ondersteunende wetenskappe toe wat gepas vir sy dissipline is;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Skep gepaste gesondheidsbestuurstrategieë vir pasiëntesorg en behoeftebestuur van dieselfde probleem wat vir die behoeftes	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur farmaseutiese kennisintegrasie van gesondheidsorgpraktyke; en • Ontwikkel ingrypingsplanne gegrond op 'n begrip van

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epidemiologiese en sosiogedrags-)wetenskappe en die toepassing van hierdie kennis op pasiëntesorg.		• Openbaar die vermoë om volledige en gepas gefokusde assesserings van beskrewe kwale en mediese behoeftes op 'n respekvolle, logiese en georganiseerde manier uit te voer; • Kies gepaste reaksies op pasiëntebehoeftes en kliniese probleme wat beskryf word deur afleidingsredenasievermoë te gebruik; • Voer roetine- tegniese prosedures uit; en • Stel assessering van kwale en mediese behoeftes wat beskryf word, vas terwyl spesifieke kliniese en etiese sake herken word en kulturele bevoegdheid met diverse bevolkings gebruik word.	van akute sowel as chroniese sorg ontstaan.	huidige wetenskaplike kennis soos toegepas op gesondheidsprobleme.
3. Farmaseutiese praktykgebaseerde leer en verbetering Ondersoek en evalueer pasiëntesorgdienste, evalueer en assimileer wetenskaplike getuienis en verbeter pasiëntesorggebruike.	• Verstaan hoe aptekers en mediese deskundiges pasiënte help om stelselkompleksiteite te hanteer deur gehaltepasiëntesorg aan te beveel.	• Openbaar bevoegdhede uit vlak 1; • Ontleed praktykondervinding en voer praktykgebaseerde verbeteringsaktiwiteite uit deur 'n stelselmatige metodologie te gebruik; en • Gebruik inligtingstegnologie om inligting te bestuur, toegang te verkry tot aanlyn mediese inligting en eie opvoeding te steun.	• Openbaar bevoegdhede uit vlak 1 en 2; • Spoor getuienis op in wetenskaplike studies wat met pasiënte se gesondheidsprobleme en toepaslike medisyne wat wetenskaplik nagevors is, verband hou, evalueer en assimileer dit; • Verkry en gebruik inligting oor bevolking waaruit die pasiënte geneem word; en • Pas kennis van studie-ontwerp en statistiese metodes toe op die evaluasie van kliniese	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Fasiliteer die leer van studente en ander aptekers.

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			studies en ander inligting oor diagnostiese en terapeutiese doeltreffendheid.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vermoë om reguit en eerlik te wees sowel as diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Sensitief vir hoe mense en organisasies funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar goeie mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op alle vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en

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				• Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbonde aan voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings; en • Praat doeltreffend met die media oor diensleweringsake.
4. Klantoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Verstaan die kliënt se sake Openbaar bevoegdhede uit vlak 1 en 2; • Soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak;	• Openbaar bevoegdhede uit vlak 1; en • Druk self en motiveer ander vir resultate.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar dryfkrag om dinge beter te doen; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel uitdagende doelwitte; en

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Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.		• Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Jaag projekoogmerke meedoënloos na.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

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4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; • Leer uit ondervinding – herhaal nie foute nie; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Gebruik invloed om oogmerke te bereik; en • Beïnvloed senior bestuur doeltreffend,
2. Spanoriëntering	• Werk goed met ander spanlede saam;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Verstaan vereistes vir professionele ontwikkeling van mediese deskundiges;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Lei deur voorbeeld; • Ontwikkel en implementeer gepaste ontwikkelaar/programme vir mediese deskundiges;

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			• Kan gepaste opleidingsingrypings te ontwikkel; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	• Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir mediese personeel.

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BEVOEGDHEIDSRAAMWERK VIR BEDRYFSBEROEPE

VLAKKE – VIER LOOPBAANSTROME	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	Bedryfstroom bv.: • Werker/arbeider • Senior werker/senior arbeider	Gespesialiseerde bedryfstroom bv.: • Nutsman • Senior nutsman	Operateurs bv.: • Operateurs van ligte toerusting • Operateurs van klein aanlegte • Operateurs van meganiese aanlegte	Drywers bv.: • Drywer graad 1 • Drywer graad 2 • Drywer graad 3 • Drywer – spesiale kategorie • Chauffeur
KENNIS EN OMVANG VAN WERK	• Voer basiese roetinefunksies uit. Volg basiese opdragte. Voer basiese roetine-onderhoud uit; en • Fisiese funksies, bv. grawe, vee, optel, verpak, skoonmaak, tee maak, werk met hefbome.	• **Nutsman** herstel, onderhou, sit toerusting inmekaar en haal dit uitmekaar. Klein bouwerk en vervaardiging. Gebruik gepaste gereedskap; • **Senior nutsman** voer meer gevorderde/ambagverwante funksies uit wat etlike vaardighede verg, bv. bou en vervaardiging. Diagnoseer of ontwerp nie; en • Almal kan onafhanklik of onder toesig van 'n ambagsman werk. Nutsman/senior nutsman kan oor een of meer werkers toesig hou.	• Werk met verskillende gereedskap soos grassnyers, kompakteerders, lughamers, klein trekkers, klein kompressors, kragopwekkers, sementmengers, pompe, hoëdrukpype, kettingsae, bossnyers, trekkers, sleepvoertuie of stortbakke, kompakteerder vir grondopvulling, voorlaaier, vurkhyser, wateronkruidverwyderaar, gruisstrooier, algehele sluitklemkraan. Voer ook basiese onderhoud uit op meganiese aanlegte.	• **Graad 1** – Bestuur 'n motor, motorfiets, LAV, minibus; • **Graad 2** – medium tot swaar voertuie (bv. vragmotors – ongelid); • **Graad 3** – swaar voertuie (bv. gelede vragmotors); en • **Spesiale kategorie** – Swaar voertuie wat gespesialiseerde optel- of laaitoerusting het en gevaarlike goedere kan vervoer, meganiese aanlegte kan bedryf, bv. uitgrawer – hidroulies – ruspervoertuig, uitgrawer – hidroulies – pneumaties; uitgrawer – treklyn, swaar en ligte padskraper (finale vlakke).

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				• **Chauffeur** – Kennis van protokol en etiketstandaarde; moet kennis hê van prosesse en optrede in die voorsiening van beskermingsdienste en -pligte.
ONDERVINDING	• 0-1 jaar ondervinding nodig.	• Nutsman – 0-1 jaar se ondervinding nodig; en • Senior nutsman – 1-2 jaar ondervinding nodig.	• **Ligte toerusting** – 0-1 jaar; • **Klein aanlegte** – 0-1 jaar; en • **Meganiese aanlegte** – 1-2 jaar.	• **Graad 1** – 0-1 jaar; • **Graad 2** – 1-2 jaar; • **Graad 3** – 1-2 jaar; • **Spesiale kategorie** – Minimum 3 jaar toepaslik; en • **Chauffeur** – 2-3 jaar toepaslik.
KWALIFIKASIE	Basiese geletterdheid.	Minimum Graad 10.	**Ligte toerusting** – Basiese geletterdheid op NKR-vlak 1. Departementele vaardigheidstoets; **Klein aanlegte** – Basiese geletterdheid op NKR-vlak 1. Departementele vaardigheidstoets; en **Meganiese aanlegte** – Rybewyskode 14 (EB en EC) tot by kode 8 (B). Departementele vaardigheidstoets.	• **Graad 1** – Basiese geletterdheid. Rybewyskode A en B (vorige kode 08); • Graad 2 – Basiese geletterdheid. Rybewyskode C, plus 'n PDP; • **Graad 3** – Basiese geletterdheid. Rybewyskode EB en EC, plus 'n PDP; • **Spesiale kategorie** – Basiese geletterdheid. Rybewyskode 14 plus 'n vaardigheidsertifikaat om vragmotorgemonteerede-toerusting te hanteer; en

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				• **Chauffeur** – • Graad 12 (Matriek) • Kode EB-rybewys • Eerstehulpkursus • Gevorderde bestuurskursus • Protokol- en etiketopleidingskursus • Fisiese opleidingskursus • Vuurwapenbevoegdheid (waar nodig) • Basiese opleiding (wetstoepassing/polisiëring – waar nodig) LET WEL: Alle bestuurders het 'n vaardigheidsertifikaat nodig om 'n munisipale voertuig te bestuur.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAK	**1**	**2**	**3**	**4**
FUNKSIONELE/PROFEESSIONELE BEVOEGDHEDE – Bedryfs- en gespesialiseerde bedryfstrome				
	Bedryfswerker	**Gespesialiseerde bedryf**		
1. Bestuur van werk Algemene arbeidsaktiwiteite. Koördineer werk met die werkroosters van ander, d.w.s. kontrakteurs, ens.	• Voer roetinewerk uit; • Volg basiese opdragte; • Fisiese funksies, bv. grawe, vee, optel, verpak, skoonmaak, tee maak, werk met hefbome; en • Werk met basiese implemente.	• Openbaar bevoegdhede in vlak 1; • Voer funksies fisies uit; • Hou toesig oor 'n groep werkers om seker te maak werkers kom basiese opdragte na; en • Werk met meer komplekse implemente.		
2. Werkplekveiligheid	• Hou gereedskap veilig; en • Bêre gereedskap.	• Openbaar bevoegdhede uit vlak 1; en		

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Veiligheid by die werksplek/werkruimte. Maak seker werksarea en werksruimte is skoon.		• Maak seker werksareas is veilig en meld veiligheidskwessies aan.		
3. Taakverantwoordingspligtigheid Die vermoë om basiese opdragte te verstaan en te volg en aanspreeklik gehou te word vir taakvoltooiing.	• Verstaan tekens; • Vul 'n uurstaat in; en • Volg 'n werkrooster.	• Openbaar bevoegdhede uit vlak 1; • Lees 'n werkrooster; en • Lei werk volgens 'n werkrooster.		
4. Kwaliteitsoriëntering Gereedskap- en toerustingberging en versorging. Maak seker dat gereedskap veilig is, geberg en volgens spesifikasies gebruik word.	• Gebruik gereedskap veilig; en • Bêre gereedskap veilig.	• Openbaar bevoegdhede in vlak 1; • Reik gereedskap uit; • Kom basiese opdragte na; en • Hou toesig oor werkers.		
5. Mondelinge kommunikasie Interaksie met medewerkers om werk te koördineer. Interaksie met toesighouers om werktake te ontvang.	• Dra basiese opdragte aan eweknieë oor; en • Ontvang en verstaan instruksies korrek.	• Openbaar bevoegdhede uit vlak 1; • Dra meer komplekse opdragte aan werkers oor; en • Ontvang en verstaan instruksies korrek.		
FUNKSIONELE/PROFESSIONELE BEVOEGDHEDE – Operateurs				
	Klein aanlegte	**Ligte toerusting**	**Meganiese aanlegte**	
1. Bedryfsmonitering Hou meters, wysers of ander aanwysers dop om seker te maak dat 'n masjien reg werk. **AANLEGOPERATEURS** • Klein aanlegte; • Ligte toerusting; en • Meganiese aanlegte.	• **Klein aanlegte:** Toon 'n bevredigende vlak van tegniese vaardigheid om take en aktiwiteite uit te voer wat gepaardgaan met algemene onderhoud en herstelwerk, hanteer klein aanlegte en handgereedskap (bv. randsnyer, bushwacker, alle grassnyers, ligte bore ooreenkomstig vasgelegde instruksies).	• **Ligte toerusting:** Toon 'n bevredigende vlak van tegniese vaardigheid om take en aktiwiteite uit te voer wat gepaardgaan met algemene onderhoud en herstelwerk, hanteer klein aanlegte en handgereedskap (bv. hamerboor, kompakteerders, klein trekkers, klein kompressors, kragopwekkers, sementmengers, pompe, hoëdrukpype, kettingsae,	• **Meganiese aanlegte:** Toon 'n bevredigende vlak van tegniese vaardigheid om take en aktiwiteite uit te voer wat gepaardgaan met algemene onderhoud en herstelwerk en hanteer aanlegte (bv. trekkers, sleepvoertuie of stortbakke, kompakteerder vir grondopvulling, voorlaaier, vurkhyser, wateronkruidverwyderaar, gruisstrooier, algehele sluitklemkraan ooreenkomstig	

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		bossnyers ooreenkomstig vasgelegde instruksies).	vasgelegde instruksies). Voer basiese onderhoud aan meganiese aanlegte uit en ooreenkomstig vasgelegde instruksies.	
2. Gehaltebeheerontleding Doen toetse en inspeksies van produkte, dienste of prosesse om gehalte of prestasie te evalueer.	• Kan roetinetoetse op klein aanlegte doen (bv. olievlakke en banddruk); en • Stel klein gebreke reg.	• Kan dieper toetse en inspeksie op ligte aanlegte doen (bv. algemene gehalte en bruikbaarheid van toerusting).	• Kan dieper toetse en inspeksie op meganiese aanlegte doen (bv. algemene gehalte en bruikbaarheid van toerusting en hidrouliese vloeistofvlakke).	
3. Bedryf en beheer Beheer werking van toerusting of stelsels.	• Openbaar dissiplinespesifieke vaardighede en kennis in die kundigheidsgebied; en • Aanvaar verantwoordelikheid vir eie toerusting en gereedskap in 'n toegewese werksarea	• Openbaar dissiplinespesifieke vaardighede en kennis van gereedskap en toerusting in die toegewese werksarea.	• Openbaar dissiplinespesifieke vaardighede en kennis van gereedskap en toerusting in 'n toegewese werksarea.	
4. Foutopsporing Bepaal oorsake van bedryfsfoute en besluit wat om daaroor te doen.	• Aanvaar verantwoordelikheid vir eie gereedskap en toerusting; • Voer roetine-onderhoud uit; en • Meld foute of foutiewe werking aan.	• Aanvaar verantwoordelikheid vir eie gereedskap en toerusting; • Voer roetine-onderhoud uit; en • Meld foute of foutiewe werking aan.	• Aanvaar verantwoordelikheid vir eie gereedskap en toerusting; • Voer gevorderde onderhoud en foutsporing uit; • Kan alle werkverwante toerusting gebruik; • Meld foute of foutiewe werking aan; en • Funksioneer met minimale toesig.	
5. Werkplekveiligheid Bevorder die beginsels van beroepsgesondheid en -veiligheid.	• Hou by gesondheids- en veiligheidsreëls; • Maak seker werksplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes;	• Hou by gesondheids- en veiligheidsreëls; • Maak seker werksplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes;	• Identifiseer ernstige oortredings van verpligte standaarde; • Maak seker werksplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes;	

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	• Dra alle veiligheidsklere en veiligheidstoerusting; en • Het algemene kennis van die prosedures van die identifisering van onveilige toestande, gevaarlike goedere en dreigende gevaar.	• Dra alle veiligheidsklere en veiligheidstoerusting; en • Het algemene kennis van die prosedures om onveilige toestande, gevaarlike materiaal en dreigende gevaar te identifiseer.	• Dra alle veiligheidsklere en veiligheidstoerusting; en • Het gevorderde kennis van die prosedures om onveilige toestande, gevaarlike goedere en dreigende gevaar te identifiseer.	
6. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Beplan roetineaktiwiteite ooreenkomstig 'n voorafbepaalde werkrooster; • Kan padkaarte ontleed om perseptuele, voorspellende bestuursbesluite te neem; en • Toon die vermoë om veiliger, korter roetes te beplan sonder om nakoming van verkeerswette prys te gee.	• Beplan werk volgens vasgestelde projekte; • Koördineer werk in eie werkspan; • Kan padkaarte ontleed om perseptuele, voorspellende bestuursbesluite te neem; en • Toon die vermoë om veiliger, korter roetes te beplan sonder om nakoming van verkeerswette prys te gee.	• Beplan werk volgens vasgestelde projekte; • Koördineer werk in groter werkspanne en werkeenhede; • Kan padkaarte ontleed om perseptuele, voorspellende bestuursbesluite te neem; en • Toon die vermoë om veiliger, korter roetes te beplan sonder om nakoming van verkeerswette prys te gee.	
FUNKSIONELE/PROFESSIONELE BEVOEGDHEDE – Drywers				
	Drywer graad 1	**Drywer graad 2**	**Drywer graad 3/spesiale kategorie**	**Chauffeur**
1. Voertuigveiligheid Berei die motor/vragmotor/bakkie en sy insittendes vir die rit voor. Maak seker die voertuig is veilig en padwaardig. Kom padtekens, aanwysings en padmerke na. **DRYWERS** • Graad 1; • Graad 2; • Graad 3/spesiale kategorie; en • Chauffeur.	• Bestuur 'n voertuig (motor) veilig in 'n openbare verkeerstelsel; • Maak seker die voertuig is veilig; • Trek weg en bestuur; • Gebruik bestuursprosedures en navigeer die padstelsel; en • Gebruik instrumente en skakelaars.	• Bestuur 'n voertuig (minibus/bakkie) veilig in 'n openbare verkeerstelsel; • Maak seker die voertuig is veilig; • Trek weg en bestuur; • Gebruik bestuursprosedures en navigeer die padstelsel; en • Gebruik instrumente en skakelaars.	• Bestuur 'n voertuig (vragmotor) veilig in 'n openbare verkeerstelsel; • Maak seker die voertuig is veilig; • Trek weg en bestuur; • Gebruik bestuursprosedures en navigeer die padstelsel; en • Gebruik instrumente en skakelaars.	• Bestuur 'n spesiale motorvoertuig veilig in 'n openbare verkeerstelsel; • Maak seker die voertuig is veilig om te bestuur en beveilig teen enige moontlik indringing; • Trek weg en bestuur; • Gebruik bestuursprosedures en navigeer die padstelsel; en • Gebruik instrumente en skakelaars.

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2. Bestuursgedrag Rig en beheer die motor/vragmotor/bakkie. Gebruik die pad ooreenstemming geldige verkeerswette. Het gepaste interaksie met ander padgebruikers.	• Kan aanpas by die heersende bestuurstoestande; • Vermy moeilike bestuurstoestande; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels.	• Kan aanpas by die heersende bestuurstoestande; • Vermy moeilike bestuurstoestande; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels.	• Kan aanpas by die heersende bestuurstoestande; • Vermy moeilike bestuurstoestande; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels.	• Kan aanpas by die heersende bestuurstoestande; • Vermy moeilike bestuurstoestande; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels.
3. Leeroriëntering Hersien en pas bestuursgedrag voortdurend aan. Leer uit ondervinding.	• Verbeter voortdurend eie bestuursgedrag; • Bly op hoogte van veranderende verkeerswette; • Kan skriftelike en verbale instruksies vir bestuur volg; • Kan padkaarte verstaan; en • Kan padveiligheidsreëls interpreteer en nakom.	• Verbeter voortdurend eie bestuursgedrag; • Bly op hoogte van veranderende verkeerswette; • Kan skriftelike en verbale instruksies vir bestuur volg; • Kan padkaarte verstaan; • Kan padveiligheidsreëls interpreteer en nakom; • Pas goeie skatting van hoogte, lengte en gewig van voertuig toe; en • Skat algehele en kantspelings en laswisseling.	• Verbeter voortdurend eie bestuursgedrag; • Bly op hoogte van veranderende verkeerswette; • Kan skriftelike en verbale instruksies vir bestuur volg; • Kan padkaarte verstaan; • Kan padveiligheidsreëls interpreteer en nakom; • Kan voertuie met lugremme bestuur; • Kan voertuie met bykomstige toerusting vir 'n spesiale doel bestuur; en • Kan manier en volgorde van laai/aflaai van vrag (bv. boumateriaal) vasstel.	• Verbeter voortdurend eie bestuursgedrag; • Bly op hoogte van veranderende verkeerswette; • Kan skriftelike en verbale instruksies vir bestuur volg; • Kan padkaarte verstaan; • Kan padveiligheidsreëls interpreteer en nakom; en • Kan voertuie met spesiale doel bestuur.
4. Kwaliteitsoriëntering Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.	• Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerm; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme	• Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerm; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme	• Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerm; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme	• Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerm; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme

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	herken en aanmeld en voer voorkomende onderhoud uit; • Toon uitvoerige begrip van prosedures om te volg wanneer by 'n ongeluk betrokke is; en • Meld defektiewe voertuie aan om veiligheidsrisiko's sover moontlik te verminder.	herken en aanmeld en voer voorkomende onderhoud uit; • Toon uitvoerige begrip van prosedures om te volg wanneer by 'n ongeluk betrokke is; en • Meld defektiewe voertuie aan om veiligheidsrisiko's sover moontlik te verminder.	herken en aanmeld en voer voorkomende onderhoud uit; • Lei ondergeskiktes op in die uitvoering van taakverwante pligte; • Toon uitvoerige begrip van prosedures om te volg wanneer by 'n ongeluk betrokke is; en • Meld defektiewe voertuie aan om veiligheidsrisiko's sover moontlik te verminder.	herken en aanmeld en voer voorkomende onderhoud uit; • Toon uitvoerige begrip van prosedures om te volg wanneer by 'n ongeluk betrokke is; en • Meld defektiewe voertuie aan om veiligheidsrisiko's sover moontlik te verminder.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING – ALLE BEDRYFSLOOPBANE EN ALLE VLAKKE				
1. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Is vriendelik en reageer op gemeenskapslede/publiek; • Tree doeltreffend in interaksie met algemene publiek en kliënte (operateurs en drywers); en • Verstaan en artikuleer kliëntebehoeftes (operateurs en drywers).			
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kom met ander klaar; • Kommunikeer doeltreffend; • Werk met ander; • Kom optimisties en positief voor; • Gee erkenning aan bydraes van ander; • Gee erkenning aan verdienstelikheid in ander se redenasies (operateurs en drywers); en • Onderhandel vaardig in moeilike situasies (operateurs en drywers).			

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3. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Kan basiese verbale instruksies van toesighouers en kollegas verstaan; • Gaan eie begrip van take en verwagtinge na om foute te vermy; • Verstaan basiese tegniese vaktaal. • Kan tegniese inligting vertaal in terme wat verstaan word; • Reageer op vrae met akkurate en volledige antwoorde; • Kommunikeer doeltreffend verbaal sowel as skriftelik (operateurs en drywers); • Kan roetinekommunikasie/-dokumente saamstel en hou toepaslike verslae (operateurs en drywers); en • Gebruik gepaste styl en formaat om met interne en eksterne kliënte te kommunikeer (operateurs en drywers).
PERSOONLIKE BEVOEGDHEDE – ALLE BEDRYFSLOOPBANE EN ALLE VLAKKE	
1. Aksie-oriëntering Die vermoë om op 'n taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om take te aanvaar; • Geniet dit om hard te werk • Lê inisiatief aan die dag; • Openbaar dryfkrag om dinge beter te doen; • Inspireer ander/span deur eie optrede en gesindheid om prestasie te lewer; en • Druk self en motiveer ander vir resultate (operateurs en drywers.
2. Volharding Die vermoë om met optrede/werkleweringsprodukte te volhard ten spyte van hindernisse.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.
3. Verantwoordingspligtigheid en etiese gedrag Vermoë om standaarde van etiese en morele gedrag te openbaar om vertroue te bevorder en by kodes van goeie praktyk te bly.	• Gedra self volgens organisatoriese waardes; • Openbaar eerlikheid, hou by verbintenisse en gedra homself konsekwent; • Aanvaar verantwoordelikheid vir eie optrede; en • Behandel alle kollegas met gelyke respek.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Soek voortdurend steun vir eie beperkings (bv. by toesighouer of kollega); • Leer uit ondervinding – herhaal nie foute nie; en • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak (operateurs en drywers).

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5. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Dwing respek af by eweknieë en toesighouers; • Het positiewe impak en dra beeld oor van selfvertroue en bevoegdheid; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Bevorder spanwerk en samewerking (operateurs en drywers); en • Is geloofwaardig vir personeel (operateurs en drywers).
6. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed saam met ander; • Toon bedagsaamheid teenoor ander; • Beskou as betroubaar; • Toon inisiatief en selfvertroue in omgang met ander; en • Neem doeltreffend as 'n lid van 'n span deel.

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BEPLANNINGSBEVOEGDHEIDSRAAMWERK

VLAK	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistent- ruimtelike beplanner • Assistentstadsontwerper • Assistentstads-/ grondgebruikbeplanner	• Ruimtelikebeplanningspesialis • Ruimtelike beplanner • Stadsontwerper • Stads-/grondgebruikbeplanner	• Senior ruimtelikebeplanningspesialis • Senior ruimtelike beplanner • Senior stadsontwerper • Senior stads-/ grondgebruiksbeplanner	• Eerste ruimtelikebeplanningspesialis • Eerste ruimtelike beplanner • Eerste stadsontwerper • Eerste stads-/ grondgebruikbeplanner
KENNIS EN OMVANG VAN WERK	• Pas basiese konsepte en kennis op die beplanningsfunksie toe; • Kan meer senior beplanningspersoneel help om prosesse, skakeling met kliënte en voorbereiding van verslae en inligting te fasiliteer; • Tegniese kennis en vaardigheid om stadsontwerpsplanne en gebruik van verwante sagteware op te stel; en • Werk word noukeurig gemonitor terwyl vaardigheid in die beplanningsdissipline ontwikkel word.	• Pas teoretiese kennis op die beplanningsfunksie toe; • Fasiliteer die implementering van programme, prosesse en stelsels; • Berei verslae voor; • Kan 'n senior ruimtelike beplanner en senior stadsontwerper help; • Voorsien spesialisraad aan kliënte; • Tegniese kennis en vaardigheid om stadsontwerpsplanne en gebruik van verwante sagteware op te stel; en • Werk word gemonitor terwyl vaardigheid ontwikkel word en ondervinding opgebou word.	• Voer die volle omvang van nodige funksies in die beplanningsdissipline uit; • Kan toesig hou oor 'n aantal personeellede en/of ander beplanners of ontwerpers mentor; • Aktiwiteite is tipies kompleks, hulle pas komplekse ontleding toe op uiteenlopende probleme met klem op ontleding; • Dikwels betrokke by en kan projekte lei en raad of spesialisinligting gee; en • Pas geïntegreerde kennis toe.	• Speel 'n breë navorsings-, probleemoplossings-, ontwerp- en standaardstellende rol en/of meer gefokusde navorsingsprobleemoplossings-rol; • Neem deel aan, beplan en lei projekte; • Hou toesig oor en/of koördineer etlike meer junior beplanningspersoneellede; en • Hoëvlakspesialis/-konsultant of projekleier in 'n beplanningseenheid.

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ONDERVINDING	• 0-2 jaar toepaslike ondervinding nodig.	• 2-5 jaar toepaslike ondervinding nodig.	• 5-8 jaar toepaslike ondervinding nodig.	• 8 jaar of meer toepaslike ondervinding nodig.
KWALIFIKASIE	• Toepaslike tersiêre kwalifikasie, verkieslik 'n B-graad/Nasionale Diploma in argitektuur/ stadsontwerp of ekwivalente beplanningsgraad; • Probeer geregistreer word as 'n professionele beplanner/argitek/ stadsontwerper, d.w.s. kandidaatlid, en; • Rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie, verkieslik 'n B-graad/Nasionale Diploma in argitektuur/ stadsontwerp of ekwivalente beplanningsgraad; • Probeer geregistreer word of het registrasie voltooi as 'n professionele beplanner/argitek/ stadsontwerper, d.w.s. kandidaatlid, en • Rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie, verkieslik 'n honneursgraad in stadsontwerp of ekwivalente beplanningsgraad; en • Registrasie as 'n professionele beplanner/argitek/ stadsontwerper. • Rekenaargeletterdheid: MS Office	• Toepaslike tersiêre kwalifikasie, verkieslik 'n meestersgraad in stadsontwerp of ekwivalente beplanningsgraad; en • Registrasie as 'n professionele beplanner/argitek/ stadsontwerper. • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAK	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Monitering en beheer Die vermoë om die resultate van afvaardigings, take of projekte te monitor, met inagneming van die vaardighede, kennis en ondervinding van die toegewese persoon en die eienskappe van die taak of projek.	• Bou sperdatums in take, opdragte en delegering in; • Dra mylpale en verwagte resultate doeltreffend oor; • Vra vrae om toepaslike inligting te verkry; • Maak seker dat alle besonderhede van 'n projek uitgevoer word; en • Hou by met talle klein besonderhede sonder om enige daarvan te vergeet.	• Openbaar bevoegdhede uit vlak 1; • Hersien vordering en deel inligting; kry terugvoer oor resultate van diegene wat direk betrokke is; • Kan meer dinge gedoen kry terwyl minder hulpbronne gebruik word om dit te bereik; • Kan uitvoer deur aktiwiteite gelyktydig te mobiliseer en nie te dupliseer nie; • Bereik teikens en doelwitte konsekwent soos beplan; en • Lewer aktiwiteite en planne volgens rooster.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n stelsel in om op te volg oor projekte/take/opdragte; • Stel terugvoermeganismes in om onvoltooide werk te monitor; • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Merk foute of probleme op voordat projekte voltooi word; • Hou ywerig wag oor projekprosesse, take en werkprodukte om seker te	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker projekmoniteringsmeganismes is ingestel; • Bestuur en beheer kwessies/kwellinge wat geopper word tydens die bestuur van projekte/leweringsprodukte; en • Wys gepaste hulpbronne daaraan toe om verantwoordelikheid te aanvaar vir die monitering van resultate.

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			maak dit is vry van foute, weglatings of gebreke; • Inisieer optrede om gehalteprobleme reg te stel of stel ander van gehalteprobleme in kennis indien gepas; en • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking.	
2. Onderhandeling Die vermoë om die gewenste oogmerke en ooreenkomste deur interaktiewe bespreking met interne of eksterne partye te bereik. Doeltreffende verkenning van alternatiewe en posisies om uitkomstes te bereik wat die steun en aanvaarding van alle partye verkry.	• Kommunikeer doeltreffend; • Toon bedagsaamheid wanneer met ander werk; en • Lê besonderhede van vergaderings en verrigtinge vir formele rekord akkuraat vas.	• Openbaar bevoegdhede uit vlak 1; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Stel duidelike mandaat vir onderhandelinge vas; • Versamel en ontleed inligting uit toepaslike bronne om die kwessies en posisies van alle partye tot die onderhandeling te verstaan; • Verstaan onderhandelingsmetodologie en -prosesse; • Onderhandel objektief en fokus interaksie op die toepaslike kwessies; • Bou gemeenskaplike terrein deur gebiede van ooreenkoms uit te wys, fokus pogings deur gebiede van verskil uit te wys. • Kan die voorwaardes van ooreenkomste ontleed en toepas; en • Toon hoë vlakke van integriteit en vertroulikheid in die hantering van sensitiewe inligting.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kwessies en posisies van die partye by die onderhandeling en soek 'n oplossing waar albei kante wen deur 'n proses van gee en neem; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit wees, maar behou 'n hoë graad van diplomatiek en beleefdheid; • Bly gefokus op oplossing van die dooie punte en vermy persoonlike probleme en aanvalle; • Bied en soek praktiese, regverdige en billike oplossings of positiewe gedragslyn; en • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer die kwessies opgelos is.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Tree positief op om konflik op te los op 'n manier wat aandag gee aan die geskille, die konflik laat verdwyn en die verhoudings behou; en • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer die kwessies opgelos is.

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3. Beplanning en organisering Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies, resultate van die werkeenheid te bereik.	• Omskep projekoogmerke in spesifieke planne; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; en • Meet vordering en monitor prestasie en resultate.	• Openbaar bevoegdhede uit vlak 1; • Stel korttermyn- en langertermynprojekplanne vas en wentel dit af na die werkspan en individuele prestasie-oogmerke; • Konseptualiseer opsies; • Identifiseer en wys hulpbronne toe; • Ontwikkel gebeurlikheidsplanne vir potensiële probleme; en • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klant se behoeftes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel geïntegreerde planne vir die werkseenheid en wat koppel met die departement se begroting; • Maak gebruik van die hulpbronne van ander eenhede en departemente, gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; • Ontwikkel scenario's oor projekte; en • Help ander om hul werk te beplan en te organiseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente in die munisipaliteit om gewenste resultate te bereik; • Ontwikkel vennootskapsooreenkomste wat seker maak van uitkomstes waar albei kante wen; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die munisipaliteit.
FUNKSIONELE BEVOEGDHEDE				
1. Ruimtelike beplanning Ruimtelikebeplanningsvaardighede hou verband met 'n persoon se vermoë om wetenskaplike dissiplines, administratiewe tegnieke en interdissiplinêre koördinasie te gebruik om gebalanseerde streeksontwikkeling en die fisiese organisasie van ruimte te fasiliteer om die munisipaliteit se langtermynstrategie en ontwikkelingsoogmerke te bereik.	• Toon 'n begrip van planne en beleid, tegnieke, metodologieë en vorms van navorsing wat beleid en beplanning beïnvloed; • Openbaar 'n begrip van stadsbeplanningsverwante wetgewing en beleid; • Kan die ekonomiese, maatskaplike, geskiedkundige en omgewingsfaktore ontleed en evalueer wat beplanningsreaksies vorm en beïnvloed;	• Openbaar bevoegdhede uit vlak 1; • Kan ruimtelike planne ontwikkel/opstel; • Toon 'n deeglike begrip van die beplanningsteorie en -beginsels; • Toon uitvoerige begrip van die regsraamwerke en politieke, ekonomiese en sosio-ekonomiese situasie in die munisipaliteit; • Openbaar vermoë en verantwoordelikheid om	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan die visie vir die munisipaliteit in gepaste grondgebruik- en ruimtelike planne omskep; • Skep die konteks en beleidsinhoud vir beplanningstreke en wyke (openbare oop ruimtes, parkgordels, ens.); • Kan beleidsreaksies op gedefinieerde probleme formuleer;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Word erken as 'n spesialis of onderwerpdeskundige en word gevra om interregerings- (provinsiale en nasionale) beplanningsinisiatiwe (provinsiale groei- en ontwikkelingstrategieë) te beïnvloed; • Toon spesialiskennis in gebiede van beplanning en het uitvoerige kennis van streeks-,

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	• Toon goeie navorsingsvermoë; • Kan kennis ontleed en sintetiseer om beplanningsinisiatiewe te steun,; en • Toon grootprentjiedenke – is bewus van die munisipaliteit se bedryfsomgewing en verstaan die implikasies van impakte van beplanningsvoorstelle op die munisipaliteit.	stadsbeplanningsverwante wetgewing en beleid toe te pas; • Begrip van diensleweringsake (behuising, water, elektrifisering, paaie en stormwater) en kan planne ontwikkel wat die munisipaliteit steun om sy diensleweringsdoelwitte na te kom; • Ontwikkel kreatiewe oplossings vir die munisipaliteit se probleme met ruimtelike ontwikkeling. Kan beplanningsprobleme ontleed en gepaste gedragslyn aanbeveel; • Identifiseer implementeringsgeleenthede en meganismes vir aksiesareas; • Verstaan en evalueer finansiële implikasies van beplanningsvoorstelle; en • Kan bydra tot beplanningsbeleidsdokumente en -prosesse op verskillende skale (metropolitaans, distrik, buurt, ens.) – tipies munisipale streeks-/distriksinterpretasies van ruimtelike ontwikkelingsraamwerke van die MSDF en plaaslike wykplanne.	• Gebruik innoverende benaderings en tegnieke en vors 'n verskeidenheid inligtingsbronne na; • Ontleed en evalueer die impak van beplanningsvoorstelle op die munisipaliteit en op munisipale plandienste krities; • Stel strategiese rigting vas in die toekenning van befondsing gegrond op die benutting van koste-voordeeldenke op vasgestelde GOP-prioriteite; • Toon 'n dieptekennis van nasionale beleid en wetgewing wat 'n impak het op munisipale beplanning; en • Toon diep begrip van provinsiale en nasionale beplanningsprogramme en -prioriteite en kan dit in beplanningsinisiatiewe vir die munisipaliteit (PGDS) en ander programme omskep.	provinsiale en nasionale beplanningskontekste; en • Kan hoë vlakke van kompleksiteit en dubbelsinnigheid hanteer en word gevra om projekte van streeks- en/of nasionale belang te lei (stadsvernuwingsprojekte).
2. Stadsontwerp Stadsontwerp hou verband met 'n individu se vermoë om stadsomgewings te skep wat	• Toon 'n begrip van stadsontwerpsbeleid, -tegnieke , metodologieë en vorms van navorsing wat beleid en beplanning beïnvloed;	• Openbaar bevoegdhede uit vlak 1; • Vermoë om die kernkenmerke van stadsontwerp stelselmatig te ondersoek, te verteer, te	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan die visie vir die munisipaliteit in gepaste stadsontwerpe omskep;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Word erken as 'n spesialis of onderwerpdeskundige en word gevra om interregerings-

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omgewingsvolhoubaar, toeganklik en doeltreffend is en gepas is vir die karakter van die munisipaliteit.	• Kan die ekonomiese, maatskaplike, geskiedkundige en omgewingsfaktore ontleed en evalueer wat stadsontwerpreaksies vorm en beïnvloed; • Toon goeie navorsingsvermoë; • Kan kennis ontleed en sintetiseer om beplanningsinisiatiewe te steun, ; en • Toon grootprentjiedenke – is bewus van die munisipaliteit se bedryfsomgewing en verstaan die implikasies van impakte van beplanningsvoorstelle op die munisipaliteit.	verstaan en oor te dra, sowel as geleenthede en beperkings wat in stadsontwerpe in aanmerking geneem moet word; • Verstaan gebruikersbehoeftes, gebruikspatrone en ander vorme van stadsontwerpprogramontleding (verstaan metodologieë en prosesse vir gebruikspatroonstudies, ruimtegebruiksontleding, ruimtelike gedragswaarnemings- en gebruiksbehoefteondersoeke; • Vermoë om studie-uitkomstes doeltreffend te ontleed en interpreteer; • Kan omvattende skriftelike en grafies geïllustreerde opdrag vir ontwerpers en ontwerpspanne ontwikkel; • Kan kreatief dink om oplossings vir die munisipaliteit se stadsontwerpvereistes te ontwikkel en te evalueer; • Kan stadsontwerpprosesse met ander ontwikkelingsinisiatiewe en programme koördineer en integreer; • Verstaan die aard van dienslewering en die stelsels en prosedures; • Verstaan en evalueer finansiële implikasies van ontwerpvoorstelle; en	• Skep die platform vir die ontwikkeling van bruikbare, aantreklike, veilige, omgewingsvolhoubare, ekonomies suksesvolle en maatskaplik billike plekke; • Kan beleidsreaksies op gedefinieerde probleme formuleer; • Gebruik innoverende benaderings en tegnieke en vors 'n verskeidenheid inligtingsbronne na; • Ontleed en evalueer die impak van stadsontwerpvoorstelle op die munisipaliteit en op munisipale plandienste krities (WSDP, ITP, WMP, ens.); • Stel strategiese rigting in die toekenning van befondsing gebaseer op die benutting van koste-voordeeldenke op vasgestelde GOP-prioriteite; • Toon 'n dieptekennis van nasionale beleid en wetgewing wat 'n impak het op munisipale beplanning; en • Toon diep begrip van provinsiale en nasionale beplanningsprogramme en -prioriteite en kan dit in beplanningsinisiatiewe vir die munisipaliteit (PGDS) en ander programme omskep.	(provinsiale en nasionale) beplanningsinisiatiwe (provinsiale groei- en ontwikkelingstrategieë) te beïnvloed; • Toon spesialiskennis in gebiede van beplanning en het uitvoerige kennis van streeks-, provinsiale en nasionale beplanningskontekste; en • Kan hoë vlakke van kompleksiteit en dubbelsinnigheid hanteer en word gevra om projekte van streeks- en/of nasionale belang te lei (2010 Olimpiese bod, stadshernuwingsprojekte).

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		• Monitor die implementering van stadsontwerpprojekte. Gee aandag aan besonderhede om seker te maak ontwerp-, tyd- en begrotingsoogmerke word nagekom.		
3. Grondgebruikbestuur Grondgebruikbestuur hou verband met 'n individu se vermoë om grond vir 'n spesifieke doel te soneer sodat dit die bereiking van die munisipale gebied se omgewings-, maatskaplike en ekonomiese oogmerke fasiliteer. Dit sluit ook hul vermoë in om mededingende belange te balanseer om hierdie sonering te monitor en toe te pas.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Toon integriteit en vertroulikheid in hantering van sensitiewe inligting; • Gee raad aan aansoekers en ontwikkelaars oor grondgebruikaansoeke en grondgebruikbestuursprosesse; • Toon elementêre kennis van beplanningsbeleid en -wetgewing, ruimtelike planne en sonering; • Kan eenvoudige grondgebruikaansoeke in die voorgeskrewe raamwerke hanteer; • Help met die verwerking van grondgebruikaansoeke; • Verstaan die stelsels, maatstawwe en besluitnemingstrukture om aansoeke te verwerk; • Pas beplanningsbeleid en riglyne regverdig en konsekwent toe in die verwerking van aansoeke; • Gee aandag aan besonderhede; en	• Openbaar bevoegdhede uit vlak 1; • Monitor grondgebruiktendense op 'n streekvlak en kan beleids- en prosesingrypings identifiseer om die bereiking van die munisipaliteit se ruimtelikeonwikkelingsplanne te steun; • Verstaan die beplanningskonteks en kan hierdie begrip op die evaluering van bou- en ontwikkelingstoepassings toepas; • Het deeglike begrip van die beplanningsbeleid en -riglyne; • Kan goeddunke/goeie oordeel toepas of gebruik om aansoeke te beplan wat buite die omvang van beleid en riglyne val; • Doen praktiese aanbevelings aan die gepaste goedkeuringstrukture; • Help met die ontwikkeling van grondgebruikbestuurbeleid en bedryfsvereistes; • Toon goeie navorsingsvermoë; en • Kan kennis ontleed en sintetiseer om	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor grondgebruiktendense op 'n stadwye vlak en kan beleids- en prosesingrypings identifiseer om die bereiking van die munisipaliteit se ruimtelikeonwikkelingsplanne te steun; • Openbaar die vermoë om komplekse sake te ontleed en 'n verskeidenheid praktiese opsies en oplossings te identifiseer om aandag te gee aan die probleme of geleenthede; • Toon sterk analitiese vermoë en oordeel om navorsing en oudits aan te pak; • Het dieptekennis van navorsingsmetodologieë en -prosesse en kan dit in die gepaste omstandighede toepas; • Lei eksterne en interne konsultasieprosesse oor grondgebruikkwessies; • Beskou as geloofwaardig en selfversekerd en kan doeltreffend kommunikeer;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Gee tegniese leierskap aan beplanners in die eenheid. Word beskou as 'n denkeleier en bly op hoogte van die jongste ontwikkelings en tendense in grondgebruikbestuurspraktyke; • Kan knelpunte met bestaande beleidsimplementering identifiseer en ontleed en doen aanbeveling oor wysigings om verbetering teweeg te bring; • Kan beleid in die raamwerk van nasionale en plaaslike regering konseptualiseer en formuleer; • Kan stadwye grondgebruikbestuurbeleid, bedryfsvereistes en gestandaardiseerde prosesse en stelsels ontwikkel; en • Bied tegniese referate oor werwing, assessering en keuring in die munisipale omgewing aan en skryf dit.

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	• Hou kontrolelyste om seker te maak dat alle aspekte van 'n aansoek nagekom word wanneer aansoeke verwerk word.	beplanningsinisiatiewe te steun.	• Kan gesprekke oor komplekse sake stuur en gepaste besluite neem; • Gee raad aan aansoekers en ontwikkelaars oor komplekse grondgebruikaansoeke en grondgebruikbestuursprosesse; • Kan alle toepaslike (maatskaplike, omgewings-, ekonomiese en politieke) faktore assesseer en ontleed om aanbevelings te doen; • Toon dieptekennis van munisipaliteit se aanbodkettingbestuursbeleid en -prosesse en kan tenderdokumente vir munisipale projekte hersien en assesseer; en • Is objektief en het begrip vir die tegniese, finansiële en ander aspekte van projekte.	
4. Inligtingsbestuur Die vermoë om bestuursbesluitneming en beplanningsinligting voort te bring, te ontleed en saam te stel en doen doeltreffend en effektief verslag.	• Lewer bewys van gesonde organisatoriese bewustheid (verstaan die onderneming, besondere organisatoriese funksies en hul rol in die munisipaliteit); • Ontleed bestaande inligting en voorsien inligting oor tendense; • Toon 'n vermoë om data in betekenisvolle inligting te omskep en reageer op aansoeke vanlyn; • Lê inligting akkuraat vas op die korporatiewe GIS-databasis; • Gee aandag aan besonderhede; en	• Openbaar bevoegdhede uit vlak 1; • Maak seker dat data in die gepaste formaat vasgelê word; • Toon deeglike begrip van die sagteware, onderwerpmateriaal en van die nasionale standaarde; • Ontleed kliëntebehoeftes en konfigureer ruimtelike data om verslae voort te bring wat aan kliëntevereistes voldoen; • Ontleed en interpreteer data en bring strategiese verslae voort vir insluiting in uitvoerende prosesse;	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel bedryfreëls en -prosedures vir stelsels; • Stel tegniese spesifikasies vir stelselvereistes vas; • Toon 'n diep begrip van die GIS-stelsel, sy toepassings en vermoëns (bestuur die munisipaliteit se ruimtelike databasis); • Ontleed sakebehoeftes en evalueer voortdurend die doeltreffendheid van inligtingstelsels om aan die sakebehoeftes te beantwoord;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Konseptualiseer en formuleer inligtingsbestuursbeleid (GIS-strategie) vir die munisipaliteit; • Behoort aan 'n netwerk op die vlak van nasionale en plaaslike regering; • Verstaan streeks- en nasionale beplanningsvereistes; • Word gerespekteer en word beskou as 'n geloofwaardige verteenwoordiger van die munisipaliteit by beplanningsforums;

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	• Openbaar logiese, gevolgsgedrewe denke.	• Toon kreatiwiteit in die aanbieding van data om kliënteversoeke na te kom; • Volg tendense en voorsien insig in strategiese MH-prosesse; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en inligtingsoplossings te identifiseer; en • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die stelsel.	• Toon deeglike kennis van sakeprosesse en inligtingsvereistes; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.	• Monitor tendense en ontwikkelings met betrekking tot inligtingstelsels en toon 'n vermoë om implikasies en gevolge vir die munisipaliteit in ag te neem; • Bly op hoogte van jongste ontwikkelings in GIS-toepassings; en • Monitor prosesse en identifiseer potensiële tekortkominge van huidige stelsels/prosesse – doen aanbevelings om probleme te verlig.
5. Navorsing, inligtingsontleding en beleid Die vermoë om die munisipaliteit se aktiwiteite en prosesse stelselmatig te ontleed met die oog daarop om dit meer in lyn te bring met strategiese doelwitte en/of die doeltreffendheid en effektiwiteit daarvan.	• Toon goeie organisatoriese bewustheid; • Openbaar logiese, gevolgsgedrewe denke; • Werk in 'n gestruktureerde omgewing en met steun en kan projekte onderneem wat beperkte impak en risiko het en gewoonlik in plaaslike gebiede van die organisasie is. • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer navorsingsprobleme benader word; en • Openbaar goeie mondelinge en skriftelike kommunikasievaardighede;	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n begrip van die onderneming, sakeprosesse en die rol van departemente in bereiking van die organisasie se oogmerke; • Werk onafhanklik en bestuur navorsingsprojekte wat 'n impak op seksie- of direktoraatvlak het; • Hanteer projekte wat beperkte risiko vir organisatoriese prestasie het; • Het uitvoerige kennis van die munisipaliteit se sosio-ekonomiese en demografiese databasisse en kan die data manipuleer om verslae in die vereiste formaat te skep; • Ontwikkel nuwe maniere om probleme op te los;	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor en ontleed sosio-ekonomiese en demografiese tendense en kan die implikasies vir die munisipaliteit assesseer en die gepaste aanbevelings doen vir insluiting in die munisipaliteit se beplanning en beleid; • Maak seker dat databasisse met die jongste inligting bygewerk is; • Is bewus van interne en eksterne navorsing (behoort aan 'n netwerk), kan toegang verkry tot die navorsing en aanbevelings doen vir die insluiting van die data in die munisipaliteit se databasisse; • Hanteer hoë vlakke van kompleksiteit en dubbelsinnigheid;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en dubbelsinnigheid; • Bestuur projekte wat 'n munisipaliteitwye impak het en hoë risiko vir organisatoriese prestasie inhou; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met belanghebbendes, los dit op en monitor dit.

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		• Kyk verby die ooglopende en stop nie by die eerste oplossing nie; • Ondersoek deeglik en oorweeg die risiko's wat met die ingrypings verband hou; • Tree selfversekerd in interaksie met en gee raad aan lynbestuur oor sakeverbeteringsprojekte en -ingrypings; en • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf.	• Bestuur projekte wat 'n departementwye impak het en matige risiko vir organisatoriese prestasie inhou; • Ontleed doeltreffendheid van organisatoriese prosesse en identifiseer geleenthede vir verbetering; • Ontwikkel koste-effektiewe en praktiese navorsingsprogramme en planne wat verbetering in dienslewering fasiliteer (identifiseer en ontleed opsies); • Het uitvoerige kennis van navorsings- en opnamemetodologieë; • Bou steun en projekteer gesag en geloofwaardigheid; en • Tree in interaksie met lyn- en uitvoerende bestuurders oor navorsingstrategieë en fasiliteer die uitvoerende besluitneming oor die veranderingsagenda van die departement.	
6. Kennisbestuur Vermoë om die voortbring en deel van kennis en leer te bevorder om die gesamentlike kennis van die munisipaliteit te verbeter.	• Gebruik doeltreffende inligtingstelsels om munisipaliteitskennis te bestuur; • Gebruik moderne tegnologie om op hoogte te bly van wêreldtendense en inligting; en • Evalueer inligting uit etlike bronne en gebruik inligting om besluite te beïnvloed.	• Openbaar bevoegdhede uit vlak 1; • Bevorder die belangrikheid van kennisdeling in eie gebied; • Bevorder 'n omgewing bevorderlik vir kennis; en • Deel en bevorder beste praktyk uit die sektor van plaaslike regering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Skep meganismes en strukture om kennis in die munisipaliteit te deel; • Ontwikkel, implementeer en monitor IKM-raamwerk, -beleid en -strategie; • Verstaan sakeprosesse, inligtingsvereistes en kennisbestuurstelsels;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig vennootskappe oor munisipale grense om kennisbestuur te fasiliteer; en • Strewe daarna om seker te maak dat daar 'n ooreenstemming tussen die munisipaliteit en die kennisstrategieë bestaan.

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			• Toon kennis van beste praktyke, kan toegang verkry tot die implikasies vir die munisipaliteit en doen gepaste aanbevelings oor hoe dit aangeneem moet word; • Beplan, ontwikkel en bestuur stelsels en prosesse vir die fasilitering van korporatiewe inligting en kennishulpbrondeling; • Sien toekomstige kennisbestuurvereistes en -stelsels vooruit; • Skep die kultuur van 'n leerorganisasie; • Werk oor munisipaliteite om kritieke kennis te identifiseer en te deel; en • Skep en steun 'n visie en kultuur waar personeel bemagtig voel om kennis te soek en te deel.	
7. Openbare deelname Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Kommunikeer doeltreffend; en • Lê besonderhede van vergaderings en verrigtinge vir formele rekord akkuraat vas.	• Openbaar bevoegdhede uit vlak 1; • Kan interne en eksterne belanghebbendes gepas vir projekte identifiseer; • Verstaan besluitnemingstrukture en -prosesse van belanghebbendes en ontwerp konsultasieforums dienooreenkomstig; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word;	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel goed gedefinieerde kommunikasiestrategie; • Openbaar deeglike begrip van vakgebied, van risiko's, dinamika van belanghebbendes en deelnameprosesse en -metodologieë; • Vermoë om situasies en belangeposisies te lees en op gepaste wyse te reageer; en • Gebruik taal en styl om die aandag van die gehoor te boei.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word.

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		• Openbaar deeglike kennis van vakgebied en kan dit vereenvoudig om op verskillende vlakke te kommunikeer; • Reageer op vrae met akkurate en volledige antwoorde; • Is goed georganiseer en maak seker dat alle logistiek wat met die openbare deelnameproses verband hou, in ag geneem word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.		
8. Sosio-ekonomiese/sosio-politieke bewustheid Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienskwessies, programme, beleid en besluite op die openbare belang/kwellinge het.	• Openbaar 'n begrip van prosesse van organisasie en plaaslike regering; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Verstaan sektorbeleid en wetgewing; en • Dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan prioriteite, doelwitte en kwessies van naburige munisipaliteite; • Dryf billike dienslewering aan met inagneming van die impak van dienskwessies, programbeleid en besluite op die openbare belang/kwellinge het; • Openbaar 'n intieme begrip van die vermoëns, aard en potensiaal van die diens; en • Dieptekennis van munisipaliteit se beleid en prosedures.	• Openbaar bevoegdhede uit vlak 1 en 2; • Benader elke situasie met 'n duidelike bewustheid van organisatoriese en politieke werklikheid; • Toon begrip van oogmerke om aandag te gee aan wanbalanse van die verlede en die uitdagings wat lewering teen hierdie oogmerke beperk; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite en die munisipaliteit se beleid en prosedures; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bring (beïnvloed) munisipaliteitsprioriteite en -projekte in lyn om die implementering van provinsiale groei- en ontwikkelingstrategieë te steun; • Verstaan breër konteks en kan die implikasies vir die munisipaliteit assesseer; • Dra by tot vorming van nasionale beleid oor maatskaplike, ekonomiese en ontwikkelingsake;

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			• Dieptekennis van munisipale en sektorwetgewing.	• Het geloofwaardigheid en vermoë om beleidvorming op 'n hoër vlak te beïnvloed; en • Beïnvloed nasionale norme en standaarde vir munisipale dienste.
9. Beleidkonseptualisering Vermoë om visie en oogmerke van internasionale, nasionale, provinsiale en plaaslike regering en die diverse behoeftes van gemeenskappe wat bedien word in 'n bevorderlike raamwerk te omskep om dienslewering en samewerkende regering te steun.	• Het elementêre kennis van beleid en gebruikskodes; en • Kom statutêre vereistes na en pas beleid konsekwent toe.	• Openbaar bevoegdhede uit vlak 1; • Dieptekennis van organisatoriese beleid en hul toepassing; • Kan uitdagings en geleenthede identifiseer wat met beleidsimplementering verband hou; en • Kan kommentaar en insette lewer op die praktiese aspekte van beleidsimplementering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan knelpunte met bestaande beleidsimplementering identifiseer en ontleed en doen aanbeveling oor wysigings om verbetering teweeg te bring; • Kan beleid in die raamwerk van nasionale en plaaslike regering konseptualiseer en formuleer; • Kan die implikasie van nuwe beleid op stelsels, prosedures en begrotings evalueer; en • Monitor beleidsimplementering en stel prosedures in om risiko's te bestuur.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Lei en koördineer die omskepping van beleid in aksieplanne en konseptualiseer die langtermynuitwerking van die gewenste beleidsuitkomste.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Sluit goed by ander aan; • Inisieer kontak met ander mense; • Toon bedagsaamheid teenoor ander; en • Luister doeltreffend en reageer gepas.	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; • Gee erkenning aan bydraes van ander; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; en • Kan eie opinies laat geld.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se idees en kwellinge akkuraat vas; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Beding vergunnings sonder om verhoudings te skaad; en • Kan reguit en eerlik, dog diplomaties en taktvol wees.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Moedig insette van ander aan en neem dit in ag en oortuig ander van eie idees sonder om hul beskouing te onderdruk; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal,

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				selfs wanneer daar nie saamgestem word nie.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Reageer op vrae met akkurate en volledige antwoorde; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.	• Openbaar bevoegdhede uit vlak 1; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Ontwikkel goed gedefinieerde kommunikasiestrategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehore oor te dra of met hulle in interaksie te tree; en • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; en • Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Balanseer politieke oogpunte met organisatoriese behoeftes wanneer verskillende sienswyses oor komplekse sake aan personeel en alle belanghebbendes oorgedra word.
3. Dienslewerings-oriëntering Die vermoë om nuwe maniere **te ondersoek en te implementeer** om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Toon verbintenis tot voortreflikheid; • Kom verbintenisse en beloftes ten opsigte van die onderneming van take na en hou by spertye; • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Is bewus van gemeenskapsbehoeftes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se ruimtelike planne te integreer.	• Openbaar bevoegdhede uit vlak 1; • Is daartoe verbind om met gemeenskappe in interaksie te tree oor alle aspekte van dienslewering; en • Verstaan die nodigheid vir sosiopolitieke transformasie en kan hierdie filosofie met lewering van munisipale dienste insluit (verligting van armoede, aandag aan diensleweringsagterstande, ekonomiese ontwikkeling, omgewingsbewaring).	• Openbaar bevoegdhede uit vlak 1 en 2; • Vestig 'n samewerkende verhouding met die gemeenskap; • Is bewus van die burgerlike organisasies en kan hulle by diensleweringsprosesse betrek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; • Kan gemeenskapsbehoeftes kwantifiseer en hul implikasies vir die munisipaliteit evalueer; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 en 3; en • Praat doeltreffend oor diensleweringsake met alle belanghebbendes.

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4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in die individu se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Behou werkstandaarde.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar en pas gedrag aan by konstruktiewe kritiek; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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		kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.		
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.

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5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële uitwerking teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die uitwerking van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Onderneem rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

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1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor; en • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik.	• Openbaar bevoegdhede uit vlak 1; • Word gerespekteer deur eweknieë en ondergeskiktes; • Motiveer ondergeskiktes om take en missies uit te voer; • Oortuig bestuursbeamptes van oogpunte of voorstelle met hulp van ander in gesag; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Word gevra om konflik en verskille op te los; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Openbaar kalmte tydens teëspoed.	• Openbaar bevoegdhede uit vlak 1 en 3; • Oorreed politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer; • Kry steun deur te kapitaliseer op begrip van politieke magte wat die organisasie beïnvloed; en • Kan ongewilde besluite neem indien dit in die belang van die organisasie is.
2. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
3. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas	• Toon inisiatief en selfvertroue in omgang met ander; • Kan steun voorsien in 'n multidissiplinêre span; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan;	• Openbaar bevoegdhede uit vlak 1 van 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; en

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wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.		spanmoreel en produktiwiteit te bevorder; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander organisasies/departemente en kan in 'n mededingende omgewing werk.	• Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Breek grense af (struktureel, funksioneel, kultureel) tussen spanne, fasiliteer die deel van kundigheid en hulpbronne.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Toon en deel kennis en inligting met eweknieë; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde.	• Openbaar bevoegdhede uit vlak 1; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Voorsien langtermynleiding oor leerbehoeftes vir personeel en hoe om hierdie leeruitkoms te bereik; en • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie.

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			• Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	

Die hoëronderwyskwalifikasies, werksverwante ervaring en bevoegdheid vereistes vir ander beplanningsprofessie is soos in die Wet op die Beplanningsprofessie, 36 van 2002, voorgeskryf.

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BEVOEGDHEIDSRAAMWERK VIR PLANINSPEKTEURS				
VLAKKE	**1**	**2**	**3**	**4**
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	• Planinspekteurs	• Senior planinspekteur	• Eerste planinspekteur	• Hoofplaninspekteur
KENNIS	• Kennis en implementering van die NBR en SANS-koderegulasies en vereistes	• Kennis en implementering van die NBR en SANS-koderegulasies en vereistes	• Kennis en implementering van die NBR en SANS-koderegulasies en vereistes	• Kennis en implementering van die NBR en SANS-koderegulasies en vereistes
ONDERVINDING	• 2 jaar toepaslike ondervinding nodig	• 2-5 jaar toepaslike ondervinding nodig	• 5-8 jaar toepaslike ondervinding nodig	• 8 jaar toepaslike ondervinding nodig, insluitende ondervinding as toesighouer
KWALIFIKASIE	• Toepaslike 3-jaar- tersiêre kwalifikasie in enige dissipline van die beboude omgewing (bv. argitektuur, siviele ingenieurswese en bourekene); • Rekenaargeletterdheid: MS Office; en • Kode EB-rybewys.	• Toepaslike 3-jaar- tersiêre kwalifikasie in enige dissipline van die beboude omgewing (bv. argitektuur, siviele ingenieurswese en bourekeningkunde); • Rekenaargeletterdheid: MS Office; en • Kode EB-rybewys	• Toepaslike 3-jaar- tersiêre kwalifikasie in enige dissipline van die beboude omgewing (bv. argitektuur, siviele ingenieurswese en bourekeningkunde); • Rekenaargeletterdheid: MS Office; en • Kode EB-rybewys.	• Toepaslike 3-jaar- tersiêre kwalifikasie in enige dissipline van die beboude omgewing (bv. argitektuur, siviele ingenieurswese en bourekeningkunde); • Rekenaargeletterdheid: MS Office; en • Kode EB-rybewys
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Skriftelike kommunikasie Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.	• Lees en verstaan basiese dokumente; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en	• Openbaar bevoegdhede uit vlak 1 en 2; en • Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandums, e-posse,	• Openbaar bevoegdhede uit vlak 1 tot 3; • Berei oorwoë, verslae van hoë gehalte voor vir besluitneming in die organisasie; en

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	• Kan skriftelik op basiese tipes kommunikasie reageer.	• Kan skriftelik op komplekse tipes kommunikasie reageer.	verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie.	• Aanvaar toesigverantwoordelikheid om minder ervare praktisyns en ondergeskiktes se werk te hersien en te redigeer.
2. Mondelinge kommunikasie Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier te artikuleer	• Kan basiese verbale instruksies van meerderes en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word.	• Openbaar bevoegdhede uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.
3. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Verstaan potensiële impak van probleme op eie werksomgewing; • Hanteer duidelik gedefinieerde probleme wat taakspesifiek is; • Openbaar logiese probleemoplossingsbenaderin g en voorsien rede vir voorgestelde oplossings; • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem; en • Betrek die gepaste persone om komplekse taakverwante probleme op te los.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Openbaar die vermoë om komplekse probleme wat met gedelegeerde take verband hou in hanteerbare dele op te breek en oplossings te identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Los probleme uit uitdagings wat binne duidelik gedefinieerde parameters is, op kantoorvlak op; en • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir plaaslike probleme voort.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Los probleme uit uitdagings wat binne duidelik gedefinieerde parameters is, op departementsvlak op; en • Bring etlike innoverende oplossings/opsies voort en bestuur gebeurlikheidsplanne vir plaaslike probleme;
FUNKSIONELE BEVOEGDHEDE				
1. Inspeksie van planne Die vermoë om gebou-ontwikkelingaansoeke doeltreffend te assesseer en te ondersoek.	• Assesseer en ondersoek gebou-ontwikkelingsaansoeke soos bepaal deur die toesighouer ten opsigte van kompleksiteit; • Maak seker dat indienings volledig is;	• Openbaar bevoegdhede uit vlak 1; • Kan veiligheids- en sekuriteitsprobleme wat met gebou-ontwikkeling verband hou, voorkom of daarop reageer;	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan veiligheids- en sekuriteitsprobleme wat met gebou-ontwikkeling verband hou, voorkom of daarop reageer; en • Voer enige gebou-ontwikkelings-	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Hanteer kompleksiteit van aansoeke en gee raad oor assesserings.

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	• Gaan fooiberekeninge na en assesseer dit; en • Voer enige gebouontwikkelingsverwante aktiwiteit uit soos toegewys deur die toesighouer.	• Assesseer en ondersoek gebou-ontwikkelings-aansoeke soos bepaal deur die toesighouer ten opsigte van kompleksiteit; • Maak seker dat indienings volledig is; en • Gaan fooiberekeninge na en assesseer dit.	verwante aktiwiteit uit soos toegewys deur bestuur.	
2. Klantgerigtheid Die vermoë om in interaksie met die klante/lede van die publiek te tree oor die status van gebou-aansoekindienings wat seker maak van 'n klantgerigte benadering tot oplossing van sake.	• Openbaar die vermoë om die kwellinge oor vordering met 'n gebou-aansoekindiening te bespreek; • Kan die publiek raad gee oor tekortkominge van 'n bouplanindiening; • Skakel met die klantkoppelvlakafdeling om seker te maak dat alle toepaslike departemente betyds kommentaar lewer; en • Volg op om vas te stel of die saak tot afhandeling deurgevoer is.	• Openbaar bevoegdhede uit vlak 1; • Openbaar die vermoë om die kwessies te assesseer wat geopper is oor vordering met gebou-aansoekindienings; • Verstaan, bevestig en gee dan raad aan die klant oor tekortkominge van enige onopgeloste/uitstaande bouplanindienings; • Skakel met die klantkoppelvlakafdeling om seker te maak dat alle kommentaar betyds gelewer is en dat die saak afgehandel is/aandag geniet het; en • Assesseer areas vir verbetering en doen aanbevelings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Evalueer verslae en teken kwessies op wat deur klante geopper word oor kwellinge oor vordering en status oor gebou-aansoekindienings; • Doen verslag by bestuur oor die tekortkominge van bouplanindienings oor die algemeen en korrespondeer met die klant oor vordering om enige uitstaande saak op te los; en • Assesseer doeltreffendheid van reaksietyd en konteks wanneer planinspekteurs/seniors op die publiek reageer en stel verbeterings voor om klantgerigte bestuur van oplossing te verbeter.	• Openbaar bevoegdhede uit vlak 1 tot 3 • Dryf 'n klantgerigte kultuur in die bestuur van en koppelvlak met klante aan oor gebou-aansoekindienings; • Openbaar persoonlike verbintenis om doeltreffende kliëntgerigte gedrag te verseker wanneer klante hanteer word; en • Assesseer terugvoer van klante oor hul ondervinding van die beplannings- en gebou-ontwikkelingskoppelvlak-afdeling oor die gesindheid en gedrag van personeel om areas vir verbetering op te spoor en personeelbydraes tot klantgerigte waardes vas te lê
3. Beplanning en prioritisering Die vermoë om breë aktiwiteite in spesifieke tydraamwerke te beplan en dan daardie	• Kan aktiwiteite binne tydraamwerke beplan; • Bestuur werk volgens plan; en • Kan tegnologie gebruik en kan verstaan hoe om tot 'n stelsel toegang te verkry, bv.	• Openbaar bevoegdhede uit vlak 1; • Kontroleer al die elemente van die bouplanopspoorstelsel vir nakoming en toepassing;	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer konsekwent gepaste hulpbronne vir 'n verskeidenheid take;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Onderhou projekverslae (besprekingsdokumente, ouditspore, getuienis van

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aktiwiteite volgens plan uit te voer, d.w.s. in verband met planne, gebruiksregte, permitte en werkprogramme.	'n bouplanopspoorstelsel, en dit te gebruik	• Dra vordering van indienings oor; • Gee raad aan aansoeker oor die tegniese vereistes van die toepaslike wetgewing; en • Voer algemene administratiewe take uit soos toegewys.	• Gee leiding en instruksie tydens delegering; • Beplan vooruit om seker te maak dat vereiste toerusting en/of materiale in toepaslike plekke is sodat eie en ander se werk doeltreffend gedoen kan word; en • Maak gebeurlikheidsplanne.	aftekening deur senior bestuurders); • Stel gepaste prosedures vas om op hoogte te bly van kwessies en resultate; • Maak seker dat werk met 'n hoë prioriteit binne nodige tydlyne gedoen word; • Wys taakverantwoordelikheid toe in gepaste areas om die parameters van die gedelegeerde verantwoordelikheid duidelik oor te dra, insluitende besluitnemingsgesag en die vereiste optrede, beperkings of spertye; • Stel voorkomende maatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's wat verband hou met optrede en die impak van oplossings.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan produktiewe verhoudings met mense binne en buite die munisipaliteit vorm en handhaaf; • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes;	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en

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		• Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Bewus van hoe mense en organisasies funksioneer.
2. Kommunikasie Dra idees en inligting doeltreffend oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat toegespreek word, wat 'n gemeenskaplike begrip verseker.	• Dra by tot take/verslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is en maak seker dat dit akkuraat is voordat die inligting oorgedra word; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of omstrede inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriënterin g Die vermoë om nuwe maniere **te ondersoek en te implementeer** om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met die algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend oor diensleweringsake met interne en eksterne gehore.
4. Kliëntoriëntering en klantefokus	• Toon 'n klantefokus deur doeltreffend met die klant in	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	interaksie te tree en begrip vir hul vereistes te toon; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Kan op 'n taak gefokus bly, energiek wees, volhard en betroubaar wees. • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde;	• Openbaar bevoegdhede uit vlak 1 en 2; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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volhard met doelwitte ten spyte van hindernisse en terugslae		• Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Beplan en inisieer nuwe maniere om vooruit te gaan.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.

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		• Leer uit ondervinding – herhaal nie foute nie.		
5. Verantwoordingspligtigheid en etiese gedrag **Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.**	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
6. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan **die groot prentjie sien.**	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

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1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en kan ander doeltreffend beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek;	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan departement/direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en

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		• Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.	implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Herken die behoefte na en voorsien goeie leiding.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings identifiseer; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Lei deur voorbeeld; • Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.

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BEVOEGDHEIDSRAAMWERK VIR DRUKKERSDIENSTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Reprografieassistent	• Persoperateur • Masjienoperateur	• Administratiewe beampte: Druk • Reprografietoesighouer	• Hoof/bestuurder: Drukkersdienste
KENNIS EN OMVANG VAN WERK	• Voer take uit wat verband hou met die vervoer van pos/korrespondensie in die munisipale gebied; • Onderneem take wat verband hou met die versameling, groepering en versending van pos en ander verwante korrespondensie; • Werk onafhanklik onder algemene instruksie; • Sorteer, bind en groepeer dokumente saam volgens versoek van lyndepartement; en • Voorsien algemene kantoorsteun.	• Bedrywighede wat verband hou met massaproduksie van dokumente en raadsagendas; en • Hanteer die lyndepartement se dokumente en vereistes volgens instruksies om 'n aanvaarbare drukkersdiens te lewer.	• Alle administratiewe funksies wat met die afdeling verband hou; • Het bedryfsbeheer en -verantwoordelikheid oor die daaglikse bestuur van die drukkersdienste en hou toesig oor operateurs; • Dra aktiwiteite oor en maak seker dat massaproduksie van dokumente korrek gedoen word en van goeie gehalte is; • Maak seker dat by voorafbepaalde spertye gebly word om prioriteite te steun; • Het beheer oor onderhoud van masjiene; en	• Kennis van die administratiewe sowel as die drukkersfunksie en die bestuur daarvan; • Het bedryfsbeheer en -verantwoordelikheid oor alle bates in die afdeling; • Verantwoordelik vir algemene administratiewe pligte, insluitende die begroting; • Bestuur administratiewe en bedryfspersoneel; en • Werk onafhanklik in werk-/onderhoudsprogram en doen verslag aan die toepaslike Bestuurder: Funksie of direkteur.

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			• Werk onafhanklik met gereelde verslagdoening aan die bestuurder/hoof.	
ONDERVINDING	• 6 maande toepaslike ondervinding nodig.	• 1-2 jaar toepaslike ondervinding nodig.	• 3-5 jaar toepaslike ondervinding as toesighouer nodig.	• 5 jaar ondervinding in bestuur.
KWALIFIKASIE	• Basiese syfervaardigheid en geletterdheid; en • Kode EC-rybewys.	• Graad 12;	• Graad 12; • Rekenaargeletterdheid: MS Office; en • 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Sertifikaat: Drukwerk en vervaardiging van verpakkingsmateriaal.	• 'n Toepaslike driejaar-tersiêre kwalifikasie, verkieslik 'n gepaste B-graad; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Bestuur van werk Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk voltooi word en betyds is.	• Bly gefokus op taak voorhande; • Beplan aktiwiteite en voorkom dat ontoepaslike sake of afleidings inmeng met die voltooiing van werk; en • Lewer dokumente aan lyndepartemente spoedig ná voltooiing.	• Openbaar bevoegdhede uit vlak 1; • Monitor en beheer aktiwiteite deur 'n log van werk, produksie en onderhoud te hou; • Kan take prioritiseer; • Identifiseer meer en minder kritieke take en pas prioriteite aan waar nodig; en • Dryfkrag om by spertye te bly.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra verwagtinge duidelik aan ondergeskiktes oor; • Voorsien leiding en instruksie terwyl daar gedelegeer word; • Beplan vooruit om seker te maak dat toerusting en materiaal beskikbaar en in werkende toestand is om take doeltreffend uit te voer; en • Maak gebeurlikheidsplanne.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel gepaste prosedures vas om ingelig te bly oor kwessies en resultate; en • Maak seker werk met 'n hoë prioriteit word binne nodige tydlyne gedoen.

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2. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Bly gefokus op taak voorhande; • Kontroleer gehalte van werk teen voorafbepaalde spesifikasies; • Inisieer optrede om gehalteprobleme reg te stel; • Verstaan potensiële impak van probleme op eie werksomgewing; • Hanteer duidelik gedefinieerde probleme wat taakspesifiek is; • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem; en • Betrek die gepaste persone om komplekse taakverwante probleme op te los.	• Openbaar bevoegdhede uit vlak 1; • Monitor en beheer aktiwiteite deur 'n log van werk, produksie of onderhoud te hou; en • Openbaar die vermoë om komplekse probleme wat met gedelegeerde take verband hou in hanteerbare dele op te breek en oplossings te identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer hulpbronne konsekwent vir 'n verskeidenheid take; • Voorsien leiding en instruksie terwyl daar gedelegeer word; • Beplan vooruit om seker te maak dat nodige toerusting en/of materiaal in gepaste plekke is sodat eie en ander se werk doeltreffend gedoen kan word; en • Maak gebeurlikheidsplanne.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Onderhou projekverslae (besprekingsdokumente, ouditspore, getuienis van aftekening deur senior bestuurders) • Stel gepaste prosedures vas om ingelig te bly oor kwessies en resultate; • Maak seker dat werk met 'n hoë prioriteit binne nodige tydlyne gedoen word; • Wys taakverantwoordelikheid in gepaste areas aan gepaste individue toe; • Dra die parameters van die gedelegeerde gesag duidelik oor, insluitende besluitnemingsgesag en enige nodige optrede, beperkings of spertye; • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms herhaal word nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings.
3. Beplanning en organisering Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande	• Beplan take daagliks volgens 'n vasgestelde rooster; • Fokus volgens projek op die kort- na mediumtake; en • Identifiseer hulpbronvereistes om spesifieke take te onderneem.	• Openbaar bevoegdhede uit vlak 1; • Voer geskeduleerde take in die toegelate tyd uit; • Identifiseer en wys toepaslike hulpbronne vir take toe; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klant se behoeftes;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak gebruik van die hulpbronne van ander eenhede en departemente om resultate te behaal;

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hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies, resultate van die werkeenheid te bereik.		• Verantwoordelik vir die ontplooiing en beheer van die nodige toerusting , instrumente, masjinerie om die werk te onderneem;	• Ontwikkel geïntegreerde planne vir die werkeenheid en ander in die funksie; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; en • Stel programme vir onderhoud en voorkomende onderhoud op.	• Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die aktiwiteite wat onder eie beheer is; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme wat die eenheid raak.
4. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Kan basiese verbale instruksies van toesighouers en kollegas verstaan; • Gaan eie begrip van take en verwagtinge na om foute te vermy; en • Verstaan basiese tegniese vaktaal.	• Openbaar bevoegdhede uit vlak 1; • Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en klante verstaan word; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer doeltreffend verbaal sowel as skriftelik; en • Kan eie ontwikkelingsbehoeftes identifiseer om roetineverslae op te stel en hou toepaslike rekord vir die eenheid. Gebruik gepaste styl en formaat om met interne en eksterne kliënte te kommunikeer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra komplekse en tegniese inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; en • Hanteer sensitiewe persoonlike gesprekke doeltreffend.
Funksioneel				
1. Werkplekveiligheid Die vermoë om die behoeftes van werknemers te assesseer en dit met die munisipaliteit se beleid oor gesondheid, veiligheid en welstand te koppel.	• Openbaar kennis van alle verwante veiligheids- en sekuriteitsregulasies; • Is bewus van medewerkers se veiligheid in die werksplek; • Verstaan hoe om veiligheidstoerusting te gebruik en te hanteer; en • Is bewus van die gevare daaraan verbonde om met gevaarlike materiale te werk.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer veiligheidskwessies en -probleme – Spoor gevaarlike werkomstandighede op; • Is wakker vir onveilige werktoestande; en • Meld onveilige werkstoestande en veiligheidsprobleme aan	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor en beveel regstellende optrede aan – monitor veiligheids- of sekuriteitskwessies ná regstellende optrede uitgevoer is en verseker voortgesette nakoming; • Identifiseer en los potensiële veiligheidsprobleme of	• Openbaar bevoegdhede uit vlak 1 tot 3; • Pas organisatoriese beleid en reëls toe wat met veiligheid, gesondheid en die omgewing verband hou; en • Voorsien veiligheidsopleiding aan ander werknemer.

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		en/of stel dit reg; gaan toerusting en/of werksarea gereeld na.	onveilige werkspraktyke op; en • Meld ongelukke onmiddellik by onmiddellike hoof aan.	
2. Dissiplinespesifieke vaardighede Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid.	• Kan take wat verband hou met versending van dokumente en korrespondensie identifiseer en verstaan.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die funksies wat die spesifieke werk steun; • Kan taakspesifieke probleme identifiseer en alle faktore ontleed wat die oplossing beïnvloed; en • Kan die voorkeuroplossing vir die probleem ten volle ontwikkel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreëls en -prosedures val; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die aktiwiteit; • Kan praktiese aspek van tegniese spesifikasies vir stelsels en prosesvereistes assesseer; • Gebruik goeddunke in situasies van afwyking van bedryfsaannames; en • Identifiseer en implementeer regstellende optrede op roetinetake en binne die gesag word op hierdie vlak gedelegeer word.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Uitgebreide kennis van druk- en kopieerbeginsels, -prosedures, konsepte, praktyke en toerusting om 'n verskeidenheid gespesialiseerde take/funksies te verrig en ander op te lei.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Diensleweringsoriëntering Die vermoë om op dienslewering en die belange van die kliënte en belanghebbendes te fokus.	• Openbaar 'n verbintenis tot voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Vors behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker alle opvolgaktiwiteite is voltooi; • Monitor diensverskaffers om seker te maak dat dienslewering aan die vasgestelde standaarde voldoen en hulle inspireer om	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker dat alle kommunikasie met belanghebbendes 'n tweerigtingproses is; • Maak seker dat tegnologieë en stelsels wat ontwerp is om dienslewering en

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		• Tree professioneel op in interaksie met kliënte en belanghebbendes.	diensstandaarde te verbeter; en • Skep 'n klimaat van diensleweringsvoortreflikheid vir die eenheid.	kliëntebehoeftes te steun, gemonitor en bygewerk word; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en • Konsulteer en gebruik internasionale beste praktyke oor diensleweringsinnovering.
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die Munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Gee erkenning aan bydraes van ander; en • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Moedig insette van ander aan en neem dit in ag; en • Oortuig ander van idees sonder om hul beskouing te onderdruk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Hanteer sensitiewe persoonlike gesprekke doeltreffend (maak nie sensitiewe persoonlike inligting bekend nie); en • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie.
3. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en	• Verstaan die verskeidenheid kliënte wat bedien word; • Aa nvaar persoonlike verantwoordelikheid om diens	• Openbaar bevoegdhede uit vlak 1; • Steun ander om persoonlike verantwoordelikheid te	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor kliëntetevredenheidsterugvoer om verskaffing van

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fokus aktief op steun vir die bedryfsgebiede in die munisipaliteit om kliëntebehoeftes betyds en op gepaste wyse vooruit te sien, te bevredig en te oorskry.	van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	aanvaar om uitstekende klantediens te lewer; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer.	kliëntediensvisie deur eie optrede en gesindhede; en • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge.	gehaltediens te verseker, ontleed tendense en stel oplossings voor; • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar; en • Maak seker dat reaksietye vinnig is.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by toesighouer of mentor). • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë).	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3;

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en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die uitwerking van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

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1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Gee leiding aan ander en fokus op suksesvolle bereiking van oogmerke; en • Motiveer self en ander om werk van hoë gehalte binne spertyd te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; • Delegeer taak verantwoordelik aan ander en steun waar nodig; • Stel doeltreffende beheermaatreëls en moniteringsprosesse in om op hoogte te bly van sake en resultate; en • Inspireer personeel deur eie gedrag – lei deur voorbeeld.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dink progressief en bring innoverende idees voort; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take; • Verstaan en artikuleer die groot prentjie en die implikasies daarvan; en • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om daar uit te kom.
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; en • Word gerespekteer deur eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Motiveer kollegas om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel, bestuur en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Motiveer diensverskaffers om take uit te voer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Word gevra om konflik en verskille op te los; • Los geskille so gou en doeltreffend as moontlik op om spanning en konflik te verminder; • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na

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				'n spesifieke agenda te beweeg.
3. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan doeltreffend as spanlid funksioneer; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Werk doeltreffend saam met mense uit ander departemente; en • Neem doeltreffend as 'n lid van 'n span deel om span te help om doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Luister na ander en betrek hulle ten volle by spanbesluite; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bou spangees en samehorigheid oor funksionele gebiede; en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); • Gebruik komplekse strategieë soos spantake en oorkruisopleiding om spanmoreel en produktiwiteit te bevorder; en • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë; • Verstaan eie beperkings; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde.	• Openbaar bevoegdhede uit vlak 1; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bemagtig ander en verdeel die werklas gepas; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; en • Stel uitdagende take wat individue se vermoëns en selfvertroue rek.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die eenheid; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om

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				by die persoon se leerstyl te pas; en • Voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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PROSESRAAMWERK

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Proseskontroleur	• Senior proseskontroleur	• Eerste proseskontroleur	
KENNIS EN OMVANG VAN WERK	• Bewese kennis van prosesfunksionaliteit in 'n afvalbehandelingsaanleg/afvalwaterbehandelingsaanleg en verwante aanlegte; en • Bewese kennis van aanlegprestasie en stelselfunksionaliteit en optekening van en aanmelding van uitkomste.	• Bewese kennis en blootstelling aan prosesfunksionaliteit van afvalbehandelingsaanleg/afvalwaterbehandelingsaanleg en verwante aanlegte; • Bewese kennis van en blootstelling aan aanlegprestasie en stelselfunksionaliteit en optekening van en aanmelding van uitkomste; en • Vermoë om oor ander toesig te hou	• Bewese kennis en vermoë om prosesfunksionaliteit in 'n afvalbehandelingsaanleg/afvalwaterbehandelingsaanleg en verwante installasies toe te pas; • Bewese kennis van en vermoë om aanlegprestasie en stelselfunksionaliteit toe te pas en uitkomstes op te teken en daarvan verslag te doen, en • Kennis van en vermoë om aanlegprestasie en stelselfunksionaliteit te monitor en uitkomstes op te teken en dan daaroor verslag te doen.	
ONDERVINDING	• 1-2 jaar toepaslike ondervinding nodig	• 2-5 jaar toepaslike ondervinding nodig	• 5 jaar of meer toepaslike ondervinding nodig	
KWALIFIKASIE	• Graad 12 of toepaslike kwalifikasie ná matriek, verkieslik 'n NTC 3 in waterbehandeling of afvalwaterbehandeling; • Bedryfsverwante kwalifikasie: Operateursertifikaat/ afvalwaterbehandelingspraktyk (N3); en • Kode EB-rybewys.	• Graad 12 of toepaslike kwalifikasie ná matriek, verkieslik 'n NTC 3 in waterbehandeling of afvalwaterbehandeling; • Bedryfsverwante kwalifikasie: Operateursertifikaat/ afvalwaterbehandelingspraktyk (N3); en • Kode EB-rybewys.	• Graad 12 of toepaslike kwalifikasie ná matriek, verkieslik 'n NTC 3 in waterbehandeling of afvalwaterbehandeling; • Bedryfsverwante kwalifikasie: Operateursertifikaat/ afvalwaterbehandelingspraktyk (N3); en • Kode EB-rybewys.	

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Mondelinge kommunikasie Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier te artikuleer.	• Dra inligting in die gepaste taal, styl oor en gebruik korrekte tegniese terme; • Vra vrae om enige taak te verduidelik of verwante onsekerhede te verwerk; • Dra potensiële risiko's en gevaarlike inligting op 'n geprojekteerde toon oor; en • Kan aan 'n gesprek met kollegas en lede van die publiek deelneem.	• Openbaar bevoegdhede uit vlak 1; • Gebruik die gepaste taal, styl en korrekte tegniese terme wanneer take gedelegeer of bespreek word; • Voer gesprekke en ondersoek vrae om seker te maak dat daar 'n goeie vlak van begrip van die inligting wat oorgedra word, is; • Praat met gesag en selfvertroue; en • Kan selfversekerd meer komplekse gesprekke met lede van die publiek voer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer doeltreffend met bestuur/senior bestuur; en • Moedig platforms van kommunikasie tussen personeellede aan.	
2. Skriftelike kommunikasie Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.	• Volg basiese opdragte en verstaan inligting soos in skriftelike kommunikasie bevat; • Kan inligting duidelik in sy toepaslike formaat transkribeer; en • Kan skriftelik op basiese tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1; • Verseker 'n ononderbroke proses deur seker te maak van skriftelike oorhandigings; • Doen gehaltekontrole van skriftelike inligting van minder ervare praktisyns; en • Berei skriftelike verslae, kommunikasie en antwoorde van hoë gehalte voor.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Stel komplekse verslae saam en versprei die toepaslike inligting dienooreenkomstig.	
3. Probleemoplossing Die vermoë om potensiële probleme te identifiseer, die probleme in samestellende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.	• Kan basiese probleme in 'n werksproses identifiseer; • Openbaar die vermoë om standaardbedryfsprobleme op te los; • Kan bepaal wanneer om 'n probleem voorhande te eskaleer; en • Verstaan die potensiële impak van probleme op eie werksomgewing.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer meer komplekse probleme in 'n werksproses; • Identifiseer probleme ná gedefinieerde diagnostiese prosesse; • Gee leiding aan minder ervare personeel; • Maak seker probleme word dienooreenkomstig opgelos deur die uitkoms van die oplossing te evalueer; en • Neem alle faktore in ag wat probleme beïnvloed en opper dit met seniors.	• Openbaar bevoegdhede uit vlak 1 en 2; • Skakel met die seniors om komplekse taakverwante probleme op te los; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	
4. Besluitneming Die vermoë om logiese besluite te neem om seker	• Openbaar die vermoë om besluite betyds te neem; • Neem goeie besluite deur oordeel aan die dag te lê ooreenkomstig kennis, vaardigheid en ondervinding; en	• Openbaar bevoegdhede uit vlak 1; • Kan goeie besluite onder druk neem en self daartoe verbind;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Pas oplossings op komplekse situasies toe.	

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te maak take word volgens plan uitgevoer.	• Neem alle aspekte met betrekking tot die saak in ag vir besluitneming.	• Openbaar die vermoë om 'n situasie krities te ontleed voordat algehele besluite vir span en prosesse geneem word; en • Openbaar verantwoordingspligtigheid vir besluite wat geneem is.		
5. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en daardie aktiwiteite volgens plan uit te voer.	• Openbaar die vermoë om take doeltreffend te beplan en te prioritiseer; en • Kan in beplande tydraamwerke werk en take voltooi.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer hulpbronvereistes vir spesifieke take; en • Kan gebeurlikheidsplanne ontwikkel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan bydra tot komplekser planne en strategieë wat met werktake verband hou; en • Stel rigting vir die span vas ten opsigte van werksaktiwiteite en neem hulpbronbeplanning versigtig in ag.	
6. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Volg prosedures soos voorgeskryf in beleid en standaardwerkprosedures; • Bring potensiële gevalle van botsings onder die aandag van die toesighouer; en • Bewus van beskikbare hulpbronne om geringe etiese kwessies op te los.	• Openbaar bevoegdhede uit vlak 1; • Staan etiese gedrag in die werksplek voor; • Identifiseer en evalueer risiko's betrokke by belangebotsings; en • Beveel gepaste gedragslyn aan om komplekser etiese kwessies op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Keur aanbevelings goed vir besluite en optrede om probleme op te los; • Oefen vertroulikheid in sake van belang uit; • Maak seker dat alle personeel voorsien is van die toepaslike beleid, prosedures, riglyne en standaarde vir oorweging wanneer take uitgevoer word; en • Moedig aan dat forums ingestel word vir besprekings van sake wat verband hou met die veiligheid en sekuriteit van aanlegprosesse om teen sabotasie te waak.	
FUNKSIONELE BEVOEGDHEDE				
1. Dissiplinespesifieke vaardighede Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en	• Toon 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis van toepaslike prosesse; • Identifiseer taakspesifieke probleme en alle faktore ontleed wat die oplossing beïnvloed; en • Beoefen en moedig goeie werketos in individuele en spanhoedanigheid aan.	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse take onderneem en evalueer en bestuur situasies en insidente wat 'n impak op die werking van die stelsel kan hê; • Gebruik goeddunke in situasies van afwyking van bedryfsaannames; en • Toon die begrip om 'n oop platform van kommunikasie met seniors te hê.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree op as 'n bedryfs-/tegniese deskundige op hierdie gebied; • Pas spesialiskennis op situasies toe om probleme op te los of oplossings te verbeter; • Ontwikkel en onderhou goeie verhoudings met lynbestuur om seker te maak dat konsekwente verwagtinge beantwoord word; • Raadpleeg lynbestuur vir insette en verduideliking van onduidelike sake; en	

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tendense op gebiede van kundigheid.			• Maak seker dat personeel voldoende toegerus is met hulpbronne om hul werksaktiwiteite uit te voer.	
2. Taakbestuur Beplan, bestuur, monitor enevalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	• Openbaar 'n duidelike fokus op take om 'n ononderbroke proses (klank, aktiwiteit) te verseker; • Kan onafhanklik werk; • Kan werktake prioritiseer en hulle doeltreffend uitvoer; • Openbaar tydbestuur tydens take; • Openbaar konsekwentheid as deel van werksetiek; en • Vra verduideliking oor enige werkverwante kwellinge.	• Openbaar bevoegdhede uit vlak 1; • Dra werk op 'n duidelike en bondige manier oor; en • Monitor die leweringsprodukte van personeellede.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar die vermoë om te werk te delegeer; • Stel prestasiemaatreëls in om produktiwiteit te verseker; en • Onderhou oop en deursigtige kommunikasie met ondergeskiktes.	
3. Gebruik van prosesspesifieke tegnologie/ toerusting Die vermoë om tegnologie/toerusting in die werksplek aan te wend om die funksionering van die aanleg te optimaliseer.	• Openbaar algemene bedryfskennis van die funksionaliteit van aanlegtoerusting; • Openbaar die vermoë om basiese tegnologie en toerusting wat op werktake van toepassing is, te gebruik; en • Kan algemene abnormale werking of foutkodes van tegnologie en toerusting identifiseer.	• Openbaar bevoegdhede uit vlak 1; • Openbaar komplekser bedryfskennis van die gebruik van tegnologie en toerusting in die aanleg; • Openbaar die vermoë om kennis van tegnologiese en bedryfstoerusting aan die personeel oor te dra; en • Kan komplekse abnormale werking van tegnologie en toerusting ten opsigte van foutkodes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Word as 'n tegniese deskundige op gebied van werk beskou; en • Opper proseshindernisse by lynbestuur vir oorweging van oplossings.	
4. Kwaliteitsoriëntering Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.	• Volg vasgestelde prosedures, standaarde en regulasies om werktake te voltooi akkuraat en noukeurig; • Openbaar vermoë om enige foute wat met werktake verband hou akkuraat deur middel van gepaste kontroles te identifiseer; • Bereik deeglikheid en akkuraatheid wanneer 'n taak afgehandel word; en • Kan basiese regstellende gehaltemaatreëls tref.	• Openbaar bevoegdhede uit vlak 1; • Hersien en kontroleer gehalte van werk teen vasgestelde standaarde en regulasies; en • Stel idees voor om algehele gehaltekwessies reg te stel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Implementeer 'n moniteringstrategie vir alle aktiwiteite en prosesse om optimale gehalte te verseker; en • Voorsien toepaslike en voldoende inisiatiewe om seker te maak dat personeel goed genoeg opgelei is om aktiwiteite uit te voer.	
5. Werkplekveiligheid	• Hou by gesondheids- en veiligheidsreëls; • Voer aktiwiteite uit om 'n veilige en skoon omgewing in ooreenstemming met	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n sin van verantwoordelikheid teenoor die werksplekveiligheid van spanne;	

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Vermoë om die omgewings- en werksplekgevare te bestuur en bevorder die beginsels van beroepsgesondheid en -veiligheid.	gesondheids- en veiligheidsvereistes te onderhou; • Dra alle veiligheidsklere en veiligheidstoerusting; en • Het algemene kennis van die prosedures om onveilige toestande, gevaarlike goedere en moontlike gevaar te identifiseer.	• Maak seker werksplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes; • Bevorder die belangrikheid van 'n werksplek wat goed onderhou en in ooreenstemming met gesondheids- en veiligheidsvereistes is; en • Het uitgebreide kennis van die prosedures om onveilige toestande en moontlike gevaar te identifiseer.	• Kan logiese inligting verskaf ná kritieke voorvalle plaasgevind het; en • Implementeer veiligheidsbeheermaatreëls in die werksplek.	
6. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om departementele/munisipale doelwitte te bereik.	• Steun werkinisiatiewe en herken die belangrikheid van samewerking met seniors; en • Openbaar goeie span-etos.	• Openbaar bevoegdhede uit vlak 1; • Maak seker dat die spanne se rolle duidelik gedefinieer is; • Bestuur konflik deur die toepaslike benaderings te oorweeg; • Dra verwagtinge aan die span oor en stel die bepaal die pad vorentoe; • Neem die gepaste medium en styl van kommunikasie met personeel en meerderes in ag; • Delegeer werk doeltreffend; en • Is gewillig om aan onbeplande aktiwiteite deel te neem.	• Openbaar bevoegdhede uit vlak 1 en 2; • Wys duidelik gedefinieerde take aan ondergeskiktes toe; • Gee raad oor die gepaste optrede waar die prestasie van 'n ondergeskikte swak is; • Stel konflikbesprekings met ondergeskiktes voor en bespreek dit om regverdigheid en deursigtigheid te bevorder; en • Maak seker dat maatreëls ingestel word om ondergeskiktes se loopbaan te bestuur.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Diensleweringsoriëntering Die vermoë om nuwe maniere **te ondersoek en te implementeer** om dienste te lewer wat tot die verbetering van munisipale prosesse bydra om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer diensleweringskwessies hanteer word.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en kliënte; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoeftes; • Bestuur kliënte- en sakeverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; • Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en • Het dieptekennis van diensleweringsake wat betrekking het op hul werkgebied.	
2. Interpersoonlike verhoudings	• Kom goed met ander klaar; • Kommunikeer doeltreffend; • Werk met ander; en	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en vind maklik aansluiting by ander; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk;	

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Die vermoë om produktiewe verhoudings met mense binne en buite die Munisipaliteit te vorm en te handhaaf.	• Kom optimisties en positief voor.	• Gee erkenning aan bydraes van ander.	• Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne kliënte; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.	
3. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Kan basiese verbale instruksies van toesighouers en kollegas verstaan; • Gaan eie begrip van take en verwagtinge na om foute te vermy; en • Verstaan basiese tegniese vaktaal.	• Openbaar bevoegdhede uit vlak 1; • Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en klante verstaan word; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer doeltreffend verbaal sowel as skriftelik; • Kan eie roetineverslae op te stel en hou toepaslike rekord vir die eenheid; • Gebruik gepaste styl en formaat om met interne en eksterne kliënte te kommunikeer; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra komplekse en tegniese inligting doeltreffend oor; en • Kommunikeer doeltreffend op senior vlakke.	
4. Diensleweringsoriëntering Die vermoë om nuwe maniere **te ondersoek en te implementeer** om dienste te lewer wat bydra	• Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer diensleweringskwessies hanteer word.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en kliënte; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoeftes; • Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en • Het dieptekennis van diensleweringsake wat betrekking het op hul werksarea.	

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tot die verbetering van munisipale prosesse om diensleweringsdoelwitte te bereik.				
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; • Inisieer kontak met ander; en • Gemotiveer en energiek.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; en • Toon groot energie en stel voorbeeld.	• Openbaar bevoegdhede uit vlak 1 en 2 • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Probeer verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 • Toon emosionele aanpasbaarheid tydens moeilike situasies; en • Toon voortdurend verbetering, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	

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verandering wat deur ander aangedryf word, te aanvaar				
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte van die eenheid te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 en 2. • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid; • Kan die departement se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.	
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek	• Dwing respek af by eweknieë en toesighouers.	• Openbaar bevoegdhede uit vlak 1; • Het positiewe impak en dra beeld oor van selfvertroue en bevoegdheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Bevorder spanwerk en samewerking;	

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en ander doeltreffend te beïnvloed.		• Motiveer ondergeskiktes om take en sendings uit te voer; en • Is geloofwaardig vir personeel.	• Motiveer en inspireer ander; • Beïnvloed kollegas en toesighouers op meer senior vlakke doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik en idees inslag te laat vind.	
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Lyk gewillig om nuwe maniere om dinge te doen, te leer.	• Openbaar bevoegdhede uit vlak 1; • Verstaan beperkings van ondergeskiktes; • Voorsien leiding en steun waar nodig; • Verstaan eie ontwikkelingsbehoeftes; en • Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; en • Monitor vordering en gee individue spesifieke terugvoer oor hul prestasie.	
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed saam met ander; • Toon bedagsaamheid teenoor ander; en • Beskou as betroubaar.	• Openbaar bevoegdhede uit vlak 1; • Deel inligting en werk maklik met ander; • Toon inisiatief en selfvertroue in omgang met ander; en • Neem doeltreffend as 'n lid van 'n span deel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Betrek ander deur na hulle te luister en hulle ten volle by spanbesluite te betrek; en • Erken en respekteer die waarde van verskillende sienswyses.	

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BEVOEGDHEIDSRAAMWERK VIR PROSESOPERATEURS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Prosesoperateur	• Senior proseskontroleur	• Eerste proseskontroleur	
KENNIS EN OMVANG VAN WERK	• Openbaar kennis van prosesfunksionaliteit in 'n grootmaatwaterbergings- en -vervoerproses; en • Openbaar kennis van aanlegprestasie en stelselfunksionaliteit en optekening en verslagdoening van uitkomstes.	• Openbaar kennis van prosesfunksionaliteit in 'n grootmaatwaterbergings- en vervoerproses; • Openbaar kennis van aanlegprestasie en stelselfunksionaliteit en optekening en verslagdoening van uitkomstes; en • Openbaar kennis van hoe om toesig te hou oor ander	• Openbaar gevorderde kennis van prosesfunksionaliteit in 'n grootmaatwaterbergings- en vervoerproses; • Openbaar gevorderde kennis van aanlegprestasie en stelselfunksionaliteit en optekening en verslagdoening van uitkomstew; en • Het die vermoë om aanlegprestasie en stelselfunksionaliteit en optekening en verslagdoening van uitkomstes te monitor.	
ONDERVINDING	• 1-2 jaar toepaslike ondervinding nodig	• 2-3 jaar toepaslike ondervinding nodig	• 3-5 jaar toepaslike ondervinding nodig	
KWALIFIKASIE	• Graad 12 met voorkeur vir wiskunde en wetenskap as vakke; en • Kode EB-rybewys.	• Graad 12 met voorkeur vir wiskunde en wetenskap as vakke; • 'n Tersiêre opvoeding, verkieslik 'n Nasionale Diploma/NTC 4/3-jaar-BSc; en • Kode EB-rybewys.	• Graad 12 met voorkeur vir wiskunde en wetenskap as vakke; • 'n Tersiêre opvoeding, verkieslik 'n Nasionale Diploma/NTC 4/3-jaar-BSc;'en • Kode EB-rybewys.	

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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Bestuur van werk Bestuur take wat binne vasgestelde tydraamwerke gegee is, doeltreffend.	• Openbaar 'n duidelike fokus op take om 'n ononderbroke proses te verseker; • Kan onafhanklik werk; • Kan werktake prioritiseer en hulle doeltreffend uitvoer; • Openbaar goeie tydbestuur tydens take voorhande; • Openbaar konsekwentheid as deel van werksetiek; en • Vra verduideliking oor enige werkverwante kwellinge.	• Openbaar bevoegdhede uit vlak 1; • Openbaar die vermoë om werkverwagtinge duidelik aan personeel oor te dra; • Monitor die aktiwiteite van personeel; en • Openbaar die vermoë om te werk te delegeer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Koördineer die aktiwiteite wat met elke proses verband hou; • Stel maatreëls in om produktiwiteit te verseker; en • Maak seker dat personeel voldoende toegerus is met hulpbronne om hul werksaktiwiteite uit te voer.	
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Verstaan basiese vorme van kommunikasie; • Reageer op basiese verbale en skriftelike vorme van kommunikasie; • Luister aandagtig en vra vrae om enige taak te verduidelik of verwante onsekerhede te verwerk; en • Kan basiese soorte inligting duidelik transkribeer.	• Openbaar bevoegdhede uit vlak 1; • Gebruik die gepaste taal, styl en korrekte tegniese terme wanneer take gedelegeer word; • Voer gesprekke en vra uit om seker te maak dat daar 'n deeglike vlak van begrip is van inligting wat oorgedra word; en • Praat met gesag en selfvertroue.	• Openbaar bevoegdhede uit vlak 1 en 2; • Reageer deur die gepaste medium van kommunikasie met akkurate en volledige antwoorde; en • Moedig kommunikasie tussen spanne aan.	

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3. Probleemoplossing Die vermoë om potensiële probleme te identifiseer, die probleme in samestellende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.	• Kan 'n probleme in 'n werkproses identifiseer; • Openbaar die vermoë om standaardbedryfsprobleme op te los; • Kan bepaal wanneer om 'n probleem voorhande te eskaleer; en • Verstaan die potensiële impak van probleme op eie werksomgewing.	• Openbaar bevoegdhede uit vlak 1; • Gee leiding aan minder ervare personeel; • Maak seker probleme word dienooreenkomstig opgelos deur metodes van die oplossing te toets; en • Neem alle faktore in ag wat probleme beïnvloed en opper dit met seniors.	• Openbaar bevoegdhede uit vlak 1 en 2; • Skakel met die gepaste mense om komplekse taakverwante probleme op te los; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	
4. Besluitneming Die vermoë om logiese besluite te neem om seker te maak take word volgens plan uitgevoer.	• Openbaar die vermoë om besluite betyds te neem; • Neem alle aspekte met betrekking tot die saak in ag vir besluitneming; en • Maak alle onduidelikhede by meerdere duidelik voor besluit geneem word.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n vermoë om goeie oordeel aan die dag te lê wanneer 'n besluit geneem word; • Kan goeie besluite onder groot druk neem en self daartoe verbind; en • Openbaar verantwoordingspligtigheid vir besluite wat geneem is.	• Openbaar bevoegdhede uit vlak 1 en 2; • Raadpleeg lynbestuur voor 'n besluit vir hulle geneem word; en • Neem alle aspekte van werk versigtig in ag voor 'n besluit geneem word.	
5. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en om daardie aktiwiteite volgens plan uit te voer.	• Openbaar vermoë om take doeltreffend te beplan en te prioritiseer; • Kan in tyd wat geskeduleer is werk en take voltooi; • Openbaar vermoë om op plan te fokus; en • Kan maatreëls instel wanneer van 'n plan afgewyk word en steeds lewer.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer hulpbronvereistes om spesifieke take te onderneem; en • Skeduleer daaglikse take sodat hulle doeltreffend en effektief uitgevoer kan word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan tot komplekser planne en strategieë wat met werktake verband hou, bydra; en • Stel rigting vir die span vas ten opsigte van werksaktiwiteite en neem hulpbronbeplanning versigtig in ag.	
6. Etiek en professionalisme	• Volg prosedures soos voorgeskryf word in beleid en standaardwerkprosedures;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	

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Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Bring potensiële gevalle van botsings onder die aandag van die toesighouer; en • Bewus van hulpbronne beskikbaar om etiese kwessies op te los.	• Identifiseer en evalueer risiko's betrokke by belangebotsings; • Kan risiko's van alternatiewe handelswyses identifiseer; en • Beveel gepaste gedragslyn aan om geskille op te los.	• Keur aanbevelings vir besluite en optrede om probleme op te los, goed; en • Staan werksetiek voor.	
FUNKSIONELE BEVOEGDHEDE				
1. Gebruik van prosesspesifieke tegnologie/toerusting. Die vermoë om tegnologie/toerusting in die werksplek aan te wend om die funksionering van die aanleg te optimaliseer.	• Openbaar algemene bedryfskennis van die funksionaliteit van aanlegtoerusting; • Openbaar die vermoë om basiese tegnologie en toerusting wat op werktake van toepassing is, te gebruik; • Bestuur bewaring van eie instrumente en toerusting; en • Kan basiese probleme met prosestegnologie en -toerusting identifiseer.	• Openbaar bevoegdhede uit vlak 1; • Openbaar komplekser bedryfskennis van die gebruik van tegnologie en toerusting in die aanleg; • Openbaar die vermoë om kennis van tegnologiese en bedryfstoerusting aan die personeel oor te dra; en • Kan abnormale werking van tegnologie en toerusting identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dien as 'n tegniese deskundige op gebied van werk; en • Kan komplekse abnormale werking van tegnologie en toerusting en maniere om reg te stel voorstel.	
2. Kwaliteitsoriëntering Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.	• Volg vasgestelde prosedures, standaarde en regulasies om werktake te voltooi; • Openbaar vermoë om enige foute wat met werktake verband hou akkuraat deur middel van gepaste kontroles te identifiseer; • Maak seker dat alle besonderhede van 'n taak voltooi word; • Gaan werk na vir foute; • Identifiseer basiese prosesverwante probleme; • Hersien alle dele van 'n werk om gehalte te verseker; en	• Openbaar bevoegdhede uit vlak 1; • Hersien en kontroleer gehalte van werk teen vasgestelde standaarde en regulasies; • Kan basiese regstellende gehaltemaatreëls tref; • Stel idees voor om algehele gehaltekwessies reg te stel; en • Inisieer optrede om gehalteprobleme reg te stel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Implementeer 'n moniteringstrategie vir alle aktiwiteite en prosesse om optimale gehalte te verseker; en • Voorsien toepaslike en voldoende inisiatiewe om seker te maak dat personeel goed genoeg opgelei is om aktiwiteite uit te voer.	

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	• Doen betyds verslag van abnormale werking van proses.			
3. Dissiplinespesifieke vaardighede Openbaar 'n bevredigende vlak van tegniese vaardigheid, ondervinding en kwalifikasies gepas vir die rol.	• Onderneem roetinetake; • Het 'n basiese vlak van vaardigheid en ondervinding in 'n tegniese werksarea ontwikkel; • Sorg vir eie toerusting en apparate; • Is bewus van faktore wat 'n negatiewe impak op die voltooiing van 'n werk kan hê; • Toon 'n bevredigende vlak van samewerking en gewilligheid om te leer; • Is bewus van die impak van eie proses op die publiek; en • Volg logboekoorhandingsingsverslae.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die tegniese taal van die werk; • Verstaan die tegniese komponente van die werk en het 'n duidelike begrip van spesifieke ambagsbeginsels; • Verstaan die gebruik en aanwending van die volle omvang van toepaslike instrumente en toerusting; • Het noodsaaklike kennis van werking en onderhoud van toerusting en infrastruktuur; • Kan taakspesifieke probleme identifiseer en alle faktore ontleed wat die oplossing beïnvloed; • Het uitgebreide kennis van die impak van prosesbedryfstake op die publiek; en • Maak seker dat logboeke ingevul word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Pas spesialiskennis op situasies toe om probleme op te los of oplossings te verbeter; • Sien gebeure, situasies en voorvalle vooruit wat 'n impak op die werksomgewing kan hê en tree regstellend op; • Toon goeie probleemoplossingsvaardighede; • Verseker kennisoordrag en opleiding en mentorskap van meer junior personeellede; • Voed ondergeskiktes op oor basiese, toepaslike organisatoriese en openbare bewustheid; en • Hanteer enige onsekerhede van oorhandigings.	
4. Werkplekveiligheid Vermoë om die omgewings- en werksplekgevare te bestuur en bevorder die beginsels van beroepsgesondheid en -veiligheid.	• Hou by gesondheids- en veiligheidsreëls; • Voer aktiwiteite uit om 'n veilige en skoon omgewing in ooreenstemming met gesondheids- en veiligheidsvereistes te onderhou; • Dra alle veiligheidsklere en veiligheidstoerusting; en	• Openbaar bevoegdhede uit vlak 1; • Maak seker werksplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes; • Bevorder die belangrikheid van 'n werksplek wat goed onderhou en in ooreenstemming met	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n sin van verantwoordelikheid teenoor die werksplekveiligheid van span; • Besef die belangrikheid daarvan om met seniors te skakel in noodgevalle om behoorlike besluite en planne te implementeer;	

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	• Kan onveilige toestande, gevaarlike goedere en moontlike gevare identifiseer.	gesondheids- en veiligheidsvereistes is; en • Kan onveilige toestande en moontlike gevare identifiseer.	• Kan logiese inligting verskaf ná kritieke voorvalle plaasgevind het; en • Pas veiligheidsbeheermaatreëls in die werksplek toe.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Diensleweringsoriëntering Die vermoë om nuwe maniere **te ondersoek en te implementeer** om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer diensleweringskwessies hanteer word.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en kliënte; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoeftes; • Bestuur kliënte- en sakeverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; • Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en • Het dieptekennis van diensleweringsake wat betrekking het op hul werksarea.	
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kom met ander klaar; • Kommunikeer doeltreffend; • Werk met ander; en • Kom optimisties en positief voor.	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en vind maklik aansluiting by ander; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hulle beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne kliënte; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit en eerlik, dog diplomaties en taktvol wees;	

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			• Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer.	
3. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Kan basiese verbale instruksies van toesighouers en kollegas verstaan; • Gaan eie begrip van take en verwagtinge na om foute te vermy; en • Verstaan basiese tegniese vaktaal.	• Openbaar bevoegdhede uit vlak 1; • Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en klante verstaan word; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer doeltreffend verbaal sowel as skriftelik; • Kan eie roetineverslae op te stel en hou toepaslike rekord vir die eenheid; • Gebruik gepaste styl en formaat om met interne en eksterne kliënte te kommunikeer; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra komplekse en tegniese inligting doeltreffend oor; en • Kommunikeer doeltreffend op senior vlakke.	
4. Diensleweringsoriëntering Die vermoë om nuwe maniere **te ondersoek en te implementeer** om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer diensleweringskwessies hanteer word.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en kliënte; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoeftes; • Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en • Het dieptekennis van diensleweringsake wat betrekking het op hul werksarea.	

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PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; • Inisieer kontak met ander; en • Gemotiveer en energiek;	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; en • Toon groot energie en stel voorbeeld.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Probeer verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Toon emosionele aanpasbaarheid tydens moeilike situasies; en • Toon voortdurend verbetering, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly kalm en gefokus onder druk; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	

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4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte van die eenheid te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid; • Kan die departement se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenis tot hierdie doelwitte van die span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en	

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			• Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.	
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Dwing respek af by eweknieë en toesighouers.	• Openbaar bevoegdhede uit vlak 1; • Het positiewe impak en dra beeld oor van selfvertroue en bevoegdheid. • Motiveer ondergeskiktes om take en sendings uit te voer; en • Is geloofwaardig vir personeel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Bevorder spanwerk en samewerking; • Motiveer en inspireer ander; • Beïnvloed kollegas en toesighouers op meer senior vlakke doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik en idees inslag te laat vind.	
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Lyk gewillig om nuwe maniere om dinge te doen, te leer.	• Openbaar bevoegdhede uit vlak 1; • Verstaan beperkings van ondergeskiktes; • Voorsien leiding en steun waar nodig; • Verstaan eie ontwikkelingsbehoeftes; en • Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan; • Sien foute vooruit en help vrylik sonder om aanmatigend te wees; en • Monitor vordering en gee individue spesifieke terugvoer oor hul prestasie.	
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed saam met ander; • Toon bedagsaamheid teenoor ander; en • Beskou as betroubaar.	• Openbaar bevoegdhede uit vlak 1; • Deel inligting en werk maklik met ander; • Toon inisiatief en selfvertroue in omgang met ander; en • Neem doeltreffend as 'n lid van 'n span deel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Betrek ander deur na hulle te luister en hulle ten volle by spanbesluite te betrek; en	

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			• Erken en respekteer die waarde van verskillende sienswyses.	

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BEVOEGDHEIDSRAAMWERK VIR PROJEKADMINISTRASIE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistentprojekadministrateur	• Projekadministrateur	• Senior projekadministrateur	
KENNIS EN OMVANG VAN WERK	• Voorsien roetine- klerklike steun vir projekte en volg standaardprosedures; en • Werk onder direkte toesig.	• Verskaf doeltreffende en effektiewe projekadministrasie- en logistieke steundienste deur die projek se hele lewensiklus aan 'n projekbestuurder/senior projekbestuurder/programbestuurder in die suksesvolle lewering van projekte; en • Werk onder beperkte toesig.	• Verskaf doeltreffende en effektiewe projekbestuursdienste deur die projek se hele lewensiklus aan 'n projekbestuurder/senior projekbestuurder/programbestuurder in die suksesvolle lewering van projekte; en • Hou toesig oor meer junior personeel.	
ONDERVINDING	• 2-5 jaar toepaslike ondervinding.	• 5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding.	
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BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Skriftelike kommunikasie Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.	• Lees en verstaan basiese dokumente; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; • Kan skriftelik op basiese tipes kommunikasie reageer; • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1; en • Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandums, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei oorwoë verslae van hoë gehalte voor vir besluitneming in die munisipaliteit; en • Aanvaar toesigverantwoordelikheid om minder ervare ondergeskiktes se werk te hersien en te redigeer.	
2. Mondelinge kommunikasie Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier te artikuleer.	• Kan basiese verbale instruksies van toesighouers en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word.	• Openbaar bevoegdhede uit vlak 1; • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.	
3. Invloed Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.	• Het daagliks interaksie met verskeie kliënte/belanghebbendes; • Beantwoord basiese vrae beleefd en behulpsaam; • Gee opsies vir optrede deur kliënte/belanghebbendes uit 'n reeks beskikbare optredes; en • Voer opsie deur wat die kliënt/belanghebbende gekies	• Openbaar bevoegdhede uit vlak 1; • Stel 'n reeks opsies vir optrede deur kliënt/belanghebbende vas. • Gee opsies en aanbeveling van voorkeuropsie aan kliënt/belanghebbende; • Gee redes vir voorkeurkopsie; en • Voer finale besluit deur.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer voorkeuroplossing met potensiële gevolge • Besluit oor beste opsie in risikoprofiel; • Skep verstandhouding met kliënt/belanghebbende/groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.	

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	het binne die perke van vasgestelde prosedure.			
4. Organisatoriese bewustheid Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van besluite op die gemeenskap en die funksionering van die departement.	• Verstaan hoe 'n sake-eenheid funksioneer; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van toepassing is in die spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures • Openbaar kennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.	
5. Probleemoplossing Die vermoë om potensiële probleemgebiede te identifiseer, die probleem in samestellende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.	• Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Waarsku toesighouer van probleme in 'n vasgestelde proses; • Los eenvoudige probleme op; • Identifiseer probleme in prosesse; en • Verwys probleme na toesighouer vir oplossing maar bied alternatiewe of aanbevelings.	• Openbaar bevoegdhede uit vlak 1; • Breek probleme in samestellende dele op; • Verstaan na wie om probleemelemente te verwys; • Kry insette van span/kollegas oor moontlike oplossings; • Ontwikkel alternatiewe oplossings en verwys na toesighouer vir goedkeuring; • Volg op met oplossing; en • Beveel veranderinge aan vorms, dokumente, prosedures, beleid, ens. aan wat die doeltreffendheid van die projekgebied sal verbeter.	• Openbaar bevoegdhede uit vlak 1 en 2; • Konseptualiseer moontlike oplossings van probleme; • Oorweeg elke oplossing teen bestepraktykmaatstawwe; • Stel planne vas en voer dit uit om probleme op te los en tree in interaksie met ander wanneer nodig; • Verseker implementering van en inkoop vir die oplossing; • Toon begrip van risiko's wat projekte op elke stadium van ontwikkeling bedreig; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	
6. Beplanning en organisering	• Beplan take daagliks volgens 'n vasgestelde rooster;	• Openbaar bevoegdhede uit vlak 1; • Berei take weekliks voor;	• Openbaar bevoegdhede uit vlak 1 en 2;	

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Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Wysig planne in ooreenstemming met instruksies van toesighouers; • Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie; • Beplan take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue.	• Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en • Beantwoord deurgaans aan verwagtinge van kliënte en belanghebbendes oor projekte.	
7. Gebruik van tegnologie Die vermoë om tegnologie in die werksplek te gebruik om die funksionering van die munisipaliteit te optimaliseer.	• Kan die basiese funksies van 'n verskeidenheid kantoormasjiene gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Openbaar basiese rekenaargeletterdheid; en • Basiese kennis van MS Office.	• Openbaar bevoegdhede uit vlak 1; • Kan gevorderde funksies van 'n verskeidenheid kantoormasjiene gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Gevorderde kennis van MS Office; en • Kan data verwerk deur verskillende rekenaarsagtewarepakkette te gebruik (bv. MS Project).	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan gevorderde funksies van MS Office-pakkette gebruik; • Verstaan hoe om rekenaarpakkette te gebruik om 'n verskeidenheid data te verwerk; en • Optimaliseer die gebruik van tegnologie vir doeltreffende en doelmatige werking van 'n kantoor.	
8. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike munisipale standaarde te verseker.	• Gaan werk na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; • Kontroleer teen standaarde en regulasies; en • Voltooi projekdokumente en take.	• Openbaar bevoegdhede uit vlak 1; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat moontlik weggelaat is; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.	

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FUNKSIONELE BEVOEGDHEDE				
1. Projekbestuur Vermoë om gebruik te maak van die vaardighede en kundigheid in 'n span om die projekdoelwitte op die doeltreffendste en effektiefste manier te bereik.	• Volg vasgelegde prosedures nougeset; • Identifiseer elemente in 'n proses wat knelpunte en verstoppings kan veroorsaak; • Bring knelpunte en verstoppings onder die toesighouer se aandag; en • Openbaar kennis en begrip van kontraktuele, wetgewende en statutêre terminologie/vereistes in die bestuur van 'n projek.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die projek se lewensiklus en alle verbandhoudende prosesse; • Doen aanbevelings oor verbeterings aan 'n proses of stelsel in die projek; • Het die vermoë om probleme in basiese projekte te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed; • Hou bestuurders deur formele en informele kommunikasie (bv. statusverslae, e-posse, die jongste inligting by vergaderings) op hoogte van die status van projekte wat bestuur word, insluitende tydraamwerke en dokumentvereistes en kernbedryfskwessies; en • Implementeer bestuursprosedures wat nodig is vir die vlot verloop van 'n projek.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het dieptekennis van die spesifieke lewensiklus van die projek; • Verstaan die prosesse van projekkonseptualisering tot implementering en operasionalisering; • Het dieptekennis van standaarde en bedryfsmaatstawwe in die funksionele gebiede wat op die projek voorhande van toepassing is; • Het die vermoë om verantwoordelikheid vir besluite oor basiese projekte te aanvaar; en • Gee raad oor die bestuursprosedures wat nodig is vir die vlot verloop van 'n projek, insluitende dokumentbeheertegnieke en -stelsels, vergaderings en verslagdoeningsprosedures.	
2. Dataverwerking en ontleding Vermoë om data te verwerk en verbeterings te bewerkstellig in die manier waarop dit verwerk word.	• Voer data in spesifieke toepassings in, gerekenariseer of per hand volgens vasgestelde prosedures; en • Gaan data na wanneer dit ingevoer word vir ooglopende foute.	• Openbaar bevoegdhede uit vlak 1; • Kan basiese ontleding van data doen deur gestandaardiseerde verslae uit te druk; en • Kan data ontleed deur rekenaarinstrumente te gebruik soos MS Office (bv. Excel, PowerPoint).	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan komplekse data ontleed deur die skepping van sigblaaie en databasisse; en • Kan gevolgtrekkings van ontledings opsom om betekenisvolle besluite te neem.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit;	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk;	

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Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Gee erkenning aan bydraes van ander.	• Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.	
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	

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4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en verseker kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Gee spoedig aandag aan minder gekompliseerde probleme, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer; en • Monitor kliëntetevredenheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Jaag projekoogmerke meedoënloos na; en • Druk self en motiveer ander vir resultate.	• Openbaar bevoegdhede uit vlak 1; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	

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	• Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.			
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en	

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			• Dwing respek by eweknieë en ondergeskiktes af.	
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings identifiseer; en • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	

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BEVOEGDHEIDSRAAMWERK VIR PROJEK-/PROGRAMBESTUUR

VLAKKE	1	2	3	4
TIPIESE LOOPBAANSTROOM (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	• Projekbestuurder I • Projek-/Programkoördineerder	• Projekbestuurder II	• Senior projekbestuurder	• Programbestuurder
KENNIS EN OMVANG VAN WERK	• Bestuur en lei minder komplekse, kleiner projekte in die projek se lewensiklus; • Voer die volle omvang van aktiwiteite in projekbestuurbeginsels uit; en • Koördineer die implementering van programme/projekte in verskillende departemente.	• Bestuur tipies projekte van verskillende vlakke van risiko en kompleksiteit; • Voer die volle omvang van aktiwiteite in projekbestuurbeginsels uit; • Aanspreeklik vir alle fases en aspekte wat sal verseker dat die projek suksesvol gelewer word; en • Bestuur alle hulpbronne wat by die projek betrokke is. Moet invloed kan uitoefen in verskillende departemente wat nie noodwendig aan die projekbestuurder rapporteer nie.	• Bestuur tipies groot projekte met uitgebreide langtermynimpak en wat 'n hoër risiko en kompleksiteit het of kan mediumgrootte programme wees; • Bestuur etlike projekte en/of klein tot medium programme; • Hou toesig oor en/of koördineer personeel; en • Neem finale vertolkende besluite oor projekimplementeringsake van 'n komplekse aard in wisselende en onvoorspelbare omstandighede wat 'n impak in die hele munisipaliteit of op interne dienslewering sal hê.	• Bestuur 'n groot program of programme wat uit etlike projekte met 'n hoë risiko en kompleksiteit bestaan wat 'n beduidende impak op die munisipaliteit het; • Neem finale vertolkende besluite oor programimplementeringsake van 'n komplekse aard in wisselende en onvoorspelbare omgewings wat 'n impak in die hele munisipaliteit of op eksterne dienslewering het; • Lei 'n programspan en bestuur personeel; en • Fasiliteer die suksesvolle implementering van etlike projekte in onderskeie programme.
ONDERVINDING	• 0-2 jaar toepaslike ondervinding	• 2-5 jaar toepaslike ondervinding	• 5-8 jaar toepaslike ondervinding	• 8 jaar of meer toepaslike ondervinding met uitgebreide bestuursondervinding

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KWALIFIKASIE	• 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Dissiplinespesifieke vaardighede Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid.	• Toon 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in projekverwante gebiede; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid; • Toon dieptekennis van die spesifieke lewensiklus van die projek; • Verstaan die prosesse van projekkonseptualisering tot implementering en operasionalisering; • Het dieptekennis van standaarde en bedryfsmaatstawwe in die funksionele gebiede wat op die projek voorhande van toepassing is; • Het die vermoë om probleme in basiese projekte te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed; en	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse projekte onderneem en evalueer en sien voorvalle, situasies en insidente vooruit wat 'n impak op die werking van die stelsel kan hê; • Kan praktiese aspek van tegniese spesifikasies en prosesvereistes assesseer; • Neem werke veilig in gebruik en/of stel dit veilig buite gebruik en met die minimum ontwrigting van munisipale dienslewering; en • Gebruik goeddunke in situasies van afwyking van projekaannames; en • Identifiseer en implementeer regstellende optrede aan projekte.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreëls en -prosedures val; • Bestuur die kompleksiteit van projekte met hoë impak op programlewering; en • Tree regstellend op om nakoming van projek-/programuitkomste/GOP-oogmerke te verseker.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur program- en projekmonitering en -beheer insluitende waarde-en-voordeelrealisasie ten opsigte van GOP-lewering en munisipale visie en langtermyndoelwitte.

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	• Vermoë om verantwoordelikheid vir besluite oor basiese projekte te aanvaar.			
2. Finansiële bestuur Verbeter die munisipaliteit se sakesin sover moontlik en toon 'n gesonde begrip van toepassing van die doeltreffendste bestuurspraktyke om munisipale en projek-/ programfinansieringsdoelwitte en oogmerke te bereik.	• Verstaan, ontleed en monitor finansiële verslae; • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou; • Berei finansiële projekverslae voor gegrond op die voorgeskrewe formaat; • Verstaan en pas AKB-praktyke, -beleid en -prosedures toe om diensverskaffers te verkry; • Kan basiese kontrakte bestuur; en • Bring uitgawes in lyn met begrotings en kontantvloeivoorspellings.	• Openbaar bevoegdhede uit vlak 1; • Bestuur en monitor finansiële risiko; • Verstaan en evalueer finansiële implikasies van voorstelle; • Ontwikkel regstellende maatreëls/optrede om seker te maak dat begroting in lyn is met finansiële hulpbronne; • Bestuur komplekser kontrakte; • Diep begrip van AKB-praktyke en -prosedures; en • Het kennis en begrip van nasionale beleid en wetgewing wat 'n impak het op munisipale finansies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer en implementeer vennootskappe en ondersoek alternatiewe maniere om finansiële besteding en beter dienslewering te bereik; • Reageer op en doen verslag van finansiële risiko's by gedelegeerde owerhede; • Identifiseer en reageer op onreëlmatige besteding en ander verliese wat 'n misdaad kan uitmaak; en • Goed vertroud met AKB-praktyke en -prosedures.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Evalueer finansiële impak van strategiese besluite op die hele munisipaliteit; • Stel strategiese rigting vas in die toekenning van befondsing gegrond op die benutting van koste-voordeeldenke op vasgestelde GOP-prioriteite; • Bestuur voortdurende belyning van begroting, hulpbronne en GOP-planne; en • Bestuur programme om doeltreffende begrotingsbesteding en voorkoming van vrugtelose en kwistige besteding te verseker.
3. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.	• Gee leiding aan spanne om die projek se strategiese oogmerke te bereik; • Pas arbeids- en indiensnemingwetgewing en -regulasies konsekwent toe; en • Wys duidelik gedefinieerde take aan ondergeskiktes toe.	• Openbaar bevoegdhede uit vlak 1; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; en • Konfronteer ander taktvol wanneer nodig en kan ongewilde besluite neem indien dit in die belang van die projek is.	• Openbaar bevoegdhede uit vlak 1 en 2; • Delegeer en bemagtig ander om bydraes en vlak van verantwoordelikheid en verantwoordingspligtigheid te vermeerder; • Kan eie tyd sowel as tyd van kollegas en ander belanghebbendes bestuur; • Bied geleenthede wat 'n meer diverse werksmag en gelyke	• Openbaar bevoegdhede uit vlak 1 tot 3; • Herken indiwidue en spanne en gee ontwikkelingsterugvoer en tree regstellend op ooreenkomstig prestasiebestuurbeginsels; • Hou by interne en nasionale standaarde met betrekking tot MH-praktyke;

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			toegang tot ontwikkeling vir alle mense in die aangewese groepe sal verbeter; • Fasiliteer stelling van doelwitte en probleemoplossing deur die span; • Bestuur konflik deur 'n deelnemende deursigtige benadering; en • Identifiseer en maak gebruik van/ontwikkel talentvolle werknemers. Kan steun nodig hê om ontwikkelingsinisiatiewe te implementeer.	• Tree in interaksie met sake van georganiseerde arbeid; • Identifiseer nodige bevoegdhede en gepaste hulpbronne vir spesifieke take; • Lei en verenig diverse spanne in verskillende departemente om institusionele oogmerke te bereik; • Bestuur konflik deur 'n deelnemende deursigtige benadering; • Bou 'n werksomgewing wat bevorderlik is vir deel, innovering, etiese gedrag en professionalisme; • Bied mentorskap en leiding aan ander om persoonlike doeltreffendheid te verbeter; en • Dryf nakoming van die toepaslike werknemerswetgewing.
4. Beplanning en organisering Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies, resultate van die werkeenheid te bereik.	• Beantwoord deurgaans aan verwagtinge van kliënte en belanghebbendes oor projekte; • Kan projekte akkuraat uitsluit en projekoogmerke in spesifieke planne omskep; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne;	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die departement se begroting; • Ontwikkel scenario's oor projekte; • Help ander om hul werk te beplan en te organiseer; • Ontwikkel gebeurlikheidsplanne vir potensiële probleme; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Soek aktief na, identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente in die munisipaliteit om gewenste resultate te bereik; • Ontwikkel vennootskapsooreenkomste wat seker maak van uitkomstes waar albei kante wen; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel korttermyn- en langertermynprojekplanne vas en wentel dit af na die werkspan en individuele prestasie-oogmerke. Identifiseer en wys hulpbronne dienooreenkomstig toe. • Maak gebruik van die hulpbronne van ander eenhede en departemente,

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	• Toon begrip van risiko's wat projekte op elke stadium van ontwikkeling bedreig; • Kom munisipaliteit se verkrygingsbeleid en -prosesse na. Verstaan die verskillende soorte kontrakte en prysvasstellingsmodelle, hul sterk en swak punte en wanneer dit die beste gebruik kan word; en • Kan die integrasie van mense, hulpbronne en materiale koördineer om projekoogmerke te bereik.	• Bestuur en beplan vir risikoafkeer.	• Sorg vir en bestuur etlike take/projekte en besonderhede deur te fokus op kernprioriteite en delegering aan ander.	gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal. • Kan meer dinge gedoen kry terwyl minder hulpbronne gebruik word om dit te bereik • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klant se behoeftes. • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die munisipaliteit.
5. Monitering en beheer Die vermoë om die resultate van afvaardigings, take of projekte te monitor, met inagneming van die vaardighede, kennis en ondervinding van die toegewese persoon en die eienskappe van die taak of projek.	• Vra vrae om toepaslike inligting te verkry; • Hersien vordering en deel inligting; • Kry terugvoer oor resultate van diegene wat direk betrokke is; • Maak seker dat alle besonderhede van 'n projek uitgevoer word; • Hou by met talle klein besonderhede sonder om enige daarvan te vergeet. • Verseker nakoming van beroepsgesondheid- en -veiligheidsregulasies; • Bereik teikens en doelwitte konsekwent soos beplan; • Lewer aktiwiteite en planne volgens rooster;	• Openbaar bevoegdhede uit vlak 1; • Merk foute of probleme op voordat projekte voltooi word en stel dit reg deur gepaste optrede; • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking; en • Bou sperdatums in take, opdragte en delegering in; en • Dra mylpale en verwagte resultate doeltreffend oor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou ywerig wag oor projekprosesse, take en werkprodukte om seker te maak dit is vry van foute, weglatings of gebreke; en • Kan stelsels en prosedures opstel om data in te samel, te formuleer en verslag te doen oor projekvordering om die munisipaliteit se beheervereistes na te kom.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur die vestiging van 'n stelsel om op te volg op projekte/take/opdragte vir verslagdoening oor GOP en ander leweringsprodukte; en • Stel terugvoermeganismes in om onvoltooide werk/projekte te monitor.

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	• Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Inisieer optrede om gehalteprobleme reg te stel of stel ander van gehalteprobleme in kennis indien gepas.			
6. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en om hierdie begrip toe te pas om die diensleweringsuitdagings te bereik.	• Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewus van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 • Verstaan die munisipaliteit se beleid en prosedures; • Verstaan sektorbeleid en wetgewing; en • Dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipale wetgewing; • Dra by tot hantering van die munisipaliteit se diensleweringsuitdagings; en • Dieptekennis van munisipaliteit se beleid en prosedures.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die munisipaliteit se beleid en prosedures; en • Verstaan prioriteite, doelwitte en kwessies van naburige munisipaliteite.
7. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike standaarde te verseker.	• Maak seker alle besonderhede van 'n taak word uitgevoer; • Voltooi verslae en ander dokumentasie akkuraat; • Kontroleer teen ontwerpstandaarde en regulasies; en • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word.	• Openbaar bevoegdhede uit vlak 1; • Kan probleme vooruitsien; • Merk foute of probleme op voordat take voltooi word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei, anders word skattings, afleidings, aannames en/of projeksies gedoen om seker te maak van die volledigheid van die dokumentasie.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; en • Teken dokumente in omvang van gesag af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; en • Kontroleer teen standaarde en regulasies en teken dokumente af volgens gedelegeerde gesag.
8. Rigtingbepaling	• Het 'n duidelike sin van eie en spandoelwitte; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Definieer die parameters van take duidelik, insluitende verantwoordelikheid, besluitneming, gesag en verantwoordingspligtigheid en enige ander optrede, beperkings of spertye.	• Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen; • Stel gepaste prosedures vas om ingelig te bly oor kwessies en resultate van gedeelde verantwoordelikheid; en • Wys besluitnemingsgesag en/of taakverantwoordelikheid toe aan gepaste persone in gepaste areas.	• Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.	• Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry.
9. Geskiloplossing Die vermoë om ander doeltreffend te hanteer in 'n vyandige situasie, deur gebruik te maak van gepaste interpersoonlike style en metodes om spanning of konflik tussen twee of meer mense te verminder.	• Vestig 'n duidelike en dwingende rede om konflik op te los; • Versamel inligting uit toepaslike bronne om konflik te verstaan; en • Verstaan konflikoplossings-metodologie en -prosesse.	• Openbaar bevoegdhede uit vlak 1 • Kan verskille wat 'n impak op prestasie het, ontlont; • Tree positief op om konflik op te los op 'n manier wat aandag gee aan die geskille, die konflik laat verdwyn en die verhoudings behou; • Is onpartydig wanneer konflik opgelos word. Bly gefokus op oplossing van die konflik en vermy persoonlike probleme en aanvalle; • Toon kennis van geskiloplossingbeleid en -raamwerke (arbitrasieprosesse, gedingvoering, ens.); en • Bied en soek praktiese, regverdige en billike oplossings of positiewe gedragslyn.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beskou konflik objektief van alle kante; • Word beskou as geloofwaardig en 'n onpartydige fasiliteerder; en • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer kwessies opgelos is.	• Openbaar bevoegdhede uit vlak 1 tot 3.
10. Probleemoplossing	• Openbaar logiese, gevolgsgerigte denke (Toon	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms herhaal word nie; en • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk.	• Kom vorendag met kreatiewe en unieke idees wat eie diep begrip van die vakgebied toon; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale munisipale impak het in oorleg met die belanghebbendes, los dit op en monitor dit.	• Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Bestuur probleme wanneer hulle voorkom en eskaleer dit tot toepaslike vlakke indien nodig; en • Steun innoverende denke om nuwe maniere om probleme op te los te ontwikkel.
11. Onderhandeling Die vermoë om die gewenste oogmerke en ooreenkomste deur interaktiewe bespreking met interne of eksterne partye te bereik. Doeltreffende verkenning van alternatiewe en posisies om uitkomstes te bereik wat die steun en aanvaarding van alle partye bereik.	• Versamel en ontleed inligting uit toepaslike bronne om die kwessies en posisies van alle partye tot die onderhandeling te verstaan; • Begryp onderhandelingsmetodologie en -prosesse; • Onderhandel objektief en fokus interaksie op die toepaslike kwessies; • Bou gemeenskaplike terrein deur gebiede van ooreenkoms uit te wys, fokus pogings deur gebiede van verskil uit te wys; en	• Openbaar bevoegdhede uit vlak 1; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit wees, maar behou 'n hoë graad van diplomatiek en beleefdheid; • Bied en soek praktiese, regverdige en billike oplossings of positiewe gedragslyn; • Tree positief op om konflik op te los op 'n manier wat aandag gee aan die geskille, die konflik laat verdwyn en die verhoudings behou; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer die kwessies opgelos is; en • Bestuur die uitkomstes en impak van ooreenkomste soos onderhandel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel duidelike mandaat en strategie vir onderhandelinge vas.

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	• Verstaan die kwessies en posisies van die partye by die onderhandeling en soek 'n oplossing waar albei kante wen deur 'n proses van gee en neem.	• Bly gefokus op oplossing van die dooie punte en vermy persoonlike probleme en aanvalle.		
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; • Gee erkenning aan bydraes van ander; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; en • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag en oortuig ander van eie idees sonder om hul beskouing te onderdruk.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteit funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit;	• Openbaar bevoegdhede uit vlak 1 • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; • Dra hoërisiko-, sensitiewe sake aan alle toepaslike partye oor; • Stuur onderhandelinge oor komplekse sake en bereik 'n situasie waar albei kante wen; • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe uit in	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan situasies en sake van belang lees en op gepaste wyse reageer; • Gebruik taal en styl om die aandag van die gehoor te boei; • Ontwikkel goed gedefinieerde kommunikasiestrategie; en • Bemark en bevorder die munisipaliteit aan eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; en • Kommunikeer met alle interne en eksterne belanghebbendes met gepaste inagneming van kommunikasieprotokolle en sonder om die integriteit

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	• Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.	formele sowel as informele situasies; en • Reageer op vrae met akkurate en volledige antwoorde.		van die munisipaliteit prys te gee.
3. Dienslewerings-oriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbonde aan voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en gemeenskaps-verteenwoordigers.	• Openbaar bevoegdhede uit vlak 1 en 2; • Praat doeltreffend oor diensleweringsake met interne en eksterne belanghebbendes; en • Verstaan en artikuleer gemeenskapsbehoeftes in projekplanne van plaaslike regering;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die klantgerigte diensleweringsimpelement eringstrategie.

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PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Druk self en motiveer ander vir resultate; • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; en • Tree op indien doelwitte/oogmerke nie bereik word nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Stel en bereik uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Dryf leweringsprodukte onverpoos na teen projekte in verskeie programme.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.

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gevolge en implikasies. Kan die groot prentjie sien.			• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; • Leer uit ondervinding – herhaal nie foute nie; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter, mentor, eweknieë en navorsing).	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Erken eie foute en swakhede en soek hulp by ander indien self nie kan lewer nie; • Aanvaar verantwoordelikheid vir eie optrede; en • Het geen agenda wanneer sake of mense gehanteer word nie.	• Openbaar bevoegdhede uit vlak 1; • Meld bedrog, korrupsie, nepotisme en wanadministrasie aan; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word; en • Ontwikkel en pas selfregstellende maatreëls toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed	• Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bou steun en projekteer gesag en geloofwaardigheid;	• Openbaar bevoegdhede uit vlak 1 tot 3.

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Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Dwing respek by eweknieë en ondergeskiktes en belanghebbendes af; en • Oortuig bestuur van oogpunte of voorstelle met hulp van ander in gesag.	• Motiveer kontrakteurs om take, uitkomstes en missies uit te voer; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Is geloofwaardig vir personeel, bestuur en kontrakteurs; • Gebruik 'n diep begrip van die interaksies in n groep om na 'n spesifieke agenda te beweeg; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Word gevra om konflik en verskille op te los.	• Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is; en • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf.	
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Deel inligting en werk maklik met ander; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1; • Kan saam met 'n multidissiplinêre span werk; • Gebruik komplekse strategieë om spanmoreel en -produktiwiteit te bevorder; • Betrek en bemagtig spanne om doelwitte te stel en te bereik; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander munisipaliteite/departemente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bou spangees en samehorigheid oor funksiegrense in die onderskeie dissiplines.

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3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; en • Balanseer die munisipaliteit se take en doelwitte met ondergeskiktes se persoonlike en professionele behoeftes.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas, • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; en • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit.

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BEVOEGDHEIDSRAAMWERK VIR EIENDOMSBESTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	• Eiendomsbestuursbeampte • Eiendomsbeampte • Eiendomsinspekteur	• Operasionele bestuurder: Eiendomsbestuur • Senior eiendomsbestuurs-beampte • Senior eiendomsbeampte • Senior eiendomsinspekteur	• Assistentbestuurder: Eiendomsbestuur • Eerste eiendomsbestuurs-beampte • Eerste eiendomsbeampte • Eerste eiendomsinspekteur • Spesialis: Verkrygings • Spesialis: Verhuring • Spesialis: Vervreemdings	• Algemene bestuurder: Eiendomsbestuur • Bestuurder: Eiendomsbestuur
KENNIS EN OMVANG VAN WERK	Onder direkte toesig van die Operasionele bestuurder of Bestuurder: Eiendomsbestuur, implementeer die aktiwiteite van die Eiendomsbestuurplan deur: • Help met die implementering van die aktiwiteite van die Eiendomsbestuurplan; • Implementeer bedryfs- en onderhoudsvereistes ingevolge die Munisipaliteit se beleid en eiendomsportefeulje; • Help met die aktiwiteite van die bestuur van geïdentifiseerde eiendomsportefeulje in besit van die raad;	Onder direkte toesig van die Assistentbestuurder: Eiendomsbestuur, hou toesig oor die aktiwiteite van Eiendomsbestuur deur: • Aktiwiteite van Eiendomsbestuur en aksieplanne te implementeer; • Bedryfsvereistes van die eiendomsportefeulje uit te voer ten opsigte van die munisipaliteit se beleid; • Implementering van die bedryfsbestuur van die eiendomsportefeulje en vervreemdingsbeplanning	Bestuur die eiendomsbestuurfunksie onder die direkte toesig van die Algemene bestuurder/Bestuurder: Eiendomsbestuur en kan gevra word om meer junior personeel te bestuur deur: • Strategie van Eiendomsbestuur en aksieplanne te implementeer; • Uitvoerige planne vir Eiendomsbestuur, verkryging, vervreemding en verhuring ingevolge die	Bestuur 'n gespesialiseerde eiendomsbestuursfunksie onder die leierskap en leiding van die Direkteur/Afdelingshoof/ Eiendomsportefeuljebestuurder deur: • Bring eiendomsbestuurvisie in lyn met die munisipale groeistrategie en GOP; • 'n Kort- tot mediumtermyn strategie vir eiendomsverkrygings, -vervreemdings, -verhurings en -inkomste te ontwikkel; • Bring strategie vir eiendomsverkryging, -vervreemding, -verhuring en inkomste in lyn met die munisipale strategie;

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	• Help met die implementering van bedryfsoplossings en -dienste; • Help met die bedryfsimplementering van Eiendomsdepartement se sakeplan; • Help met bedryfsonderhoud van die eiendomsportefeulje; en • Help met funksies wat verband hou met fakturering en invordering van inkomste wat uit eiendomsverhuring en vervreemding ontstaan.	stelsels en instrumente wat die Eiendomsdepartement se mandaat vir geïdentifiseerde bates steun; en • Implementering van bedryfsoplossings en -dienste in ooreenstemming met die Eiendomsdepartement se sakeplan.	munisipaliteit se beleid uit te voer; • Alle eiendomsportefeuljebates in besit van die raad te bestuur, en inligting oor goedgekeurde beplanningstelsels en instrumente van eiendomsbatebestuur wat die Eiendomsdepartement se mandaat steun, te implementeer; • Implementeer deskundige oplossings en dienste wat in lyn is met die Eiendomsdepartement se sakestrategie, visie en missie; • Bestuur eiendomsportefeulje wat in lyn is met die munisipaliteit se begroting; en • Die eiendomsportefeulje-bestuur-, verkrygings-, verhurings- en vervreemdingsaktiwiteite uit te voer.	• Seker te maak van 'n vergrote ekonomiese basis vir onderontwikkelde gebiede in die munisipaliteit; • Die ingang tot nuwe eiendomsbesitters van munisipale grond/eiendomsvervreemdings op te gradeer; • Die munisipale eiendomsportefeulje te gebruik om maatskaplike ontwikkeling te steun; en • Die munisipale eiendomsportefeulje te gebruik om die behuisingsmeesterplan/-strategie te steun.
ONDERVINDING	• 2-5 jaar toepaslike ondervinding	• 5-8 jaar toepaslike ondervinding	• 8 jaar of meer toepaslike ondervinding in Eiendomsbestuur in middelbestuur	• 8 jaar of meer ondervinding in Eiendomsbatebestuur in middel-/senior bestuur
KWALIFIKASIE	• 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n Sertifikaat/Diploma of ekwivalent in eiendomsbestuur/beboude omgewing of verwant; en	• 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n Sertifikaat/Diploma/B-graad in eiendomsbestuur/beboud	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma/B-graad in eiendomsbestuur/beboude omgewing of verwant; en	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma/B-graad in eiendomsbestuur/beboude omgewing of verwant; en

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	• Rekenaargeletterdheid: MS Office.	e omgewing of verwant; en • Rekenaargeletterdheid: MS Office.	• Rekenaargeletterdheid: MS Office.	• Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Invloed Die vermoë om met ander interaksie te hê en hul te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.	• Het daagliks interaksie met verskeie kliënte/belanghebbendes; en • Beantwoord basiese vrae beleefd en behulpsaam.	• Openbaar bevoegdhede uit vlak 1; • Gee opsies vir optrede deur kliënte/belanghebbendes uit 'n reeks beskikbare optredes; en • Voer opsie deur wat die kliënt/belanghebbende gekies het binne die perke van vasgestelde prosedure.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n reeks opsies vir optrede deur kliënt/belanghebbende vas. • Gee opsies en aanbevelings van voorkeuropsie aan kliënte/belanghebbendes; • Gee redes vir voorkeurkopsie; en • Voer finale besluit deur.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiële gevolge • Besluit oor beste opsie in risikoprofiel; • Skep verstandhouding met kliënte/belanghebbendes/groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.
2. Tegniese kommunikasie Die vermoë om tegniese inligting en idees doeltreffend deur 'n verskeidenheid media aan individue of groepe oor te dra wat hul aandag trek en begrip van die boodskap behou.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie van tegniese konsepte en inligting; • Hanteer boodskappe van ander – interpreteer dit korrek en reageer spoedig en gepas. Vra vrae wanneer kwessies onduidelik lyk; • Blykbaar bewus van die verskillende media beskikbaar om lewering van inhoud te vereenvoudig; en • Toon begrip vir die kwessies voorhande en hoe om die inligting op die beste manier oor te dra.	• Openbaar bevoegdhede uit vlak 1; • Organiseer kommunikasie op 'n logiese manier en prioritiseer probleme; • Maak seker dat alle kommunikasie (verbaal sowel as skriftelik) duidelik en ondubbelsinnig is; • Gebruik terme, voorbeelde en analogieë wat deur almal verstaan word; • Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit;	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra boodskappe en tegniese inligting oor op 'n manier wat steun, verbintenis en instemming kry; • Dra inligting oor deur verskillende media en gebruik 'n aantal tegnieke om die aandag van die gehoor te behou eerder as tegniese konsepte; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Is proaktief om alle batebestuursituasies te hanteer en lê inisiatief aan die dag – reageer vinnig op kwessies; • Maak seker dat alle kommunikasie op langtermynverhoudings met personeel, bewoners en belanghebbendes fokus; • Maak seker dat alle kommunikasie konsekwentheid van boodskap, eenheid van handelsmerk, sinergie en koste-effektiwiteit oordra; en • Maak seker dat alle kommunikasie gekoördineer en geïntegreer is – nie gefragmenteer nie.

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		• Is ontvanklik vir voorstelle en idees van ander; en • Openbaar 'n diep begrip van die kwessies wat oorgedra moet word.	• Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse tegniese sake oorgedra word; • Verseker begrip deur vrae te vra en kan boodskappe herformuleer of op verskillende maniere oordra om begrip te vergroot; • Toon 'n besondere begrip van die krag van taal en is baie welsprekend; • Openbaar duidelike begrip van konsepte wanneer kommunikeer (d.w.s. verduidelik idees, oogpunte baie duidelik); en • Maak seker dat alle punte gedek is en dat alle inligting korrek en volledig is.	
3. Organisatoriese bewustheid Openbaar 'n bewustheid van die munisipaliteit se kernaandrywers, impakte op dienslewering en verstaan die politieke ondertone en gevolge in die munisipaliteit.	• Openbaar 'n begrip van hoe die munisipaliteit werk; • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Is diplomaties en taktvol wees.	• Openbaar bevoegdhede uit vlak 1; • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering; • Is polities bewus en skerpsinnig, toon 'n begrip van die politieke dinamiek in die munisipaliteit; • Verstaan hoe die munisipaliteit werk en die munisipale funksies; en • Is bewus van die belanghebbendes wat betrokke is, verstaan	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; en • Toon 'n dieptekennis van munisipale en sektorwetgewing, tesame met alle toepaslike protokolle.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar 'n begrip van prosesse van munisipaliteit en plaaslike regering; • Maak seker dat alle kommunikasie billike dienslewering steun met inagneming van die impak van dienskwessies, programbeleid en besluite op die openbare belang/kwellinge het; • Openbaar 'n intieme begrip van die vermoëns, aard en potensiaal van die diens; • Dieptekennis van munisipaliteit se beleid en prosedures; en

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		gemeenskapsbehoeftes en is bewus van omgewingskwellinge.		• Begryp prioriteite, doelwitte en kwessies van plaaslike regering.
4. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.	• Werk binne redelik gestruktureerde parameters en riglyne wanneer probleme opgelos word; • Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word; en • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Kan vrae stel oor kwessies en diep ondersoek, met takt en diplomasie; • Openbaar bevoegdheid om op te volg en voort te gaan met 'n ondervragingslyn totdat die situasie heeltemal verstaan word; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n intuïtiewe begrip van sake en kan inligting koppel; • Soek na nuwe maniere om probleme op te los en openbaar innoverende en kreatiewe denke; • Kan detailoriëntering met grootprentjiedenke versoen; • Hanteer onvoorspelbaarheid doeltreffend en kan vinnig optree; en • Gemaklik met 'n mate van dubbelsinnigheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Sien situasies vooruit en kan potensiële oplossings/opsies en gebeurlikheidsplanne vir probleme voortbring; en • Moet moontlik op eie oordeel staatmaak en besluite neem wat beduidende korporatiewe impak kan hê.
FUNKSIONELE BEVOEGDHEDE				
1. Projekbestuur Vermoë om eie take en ander se take te beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.	• Bestuur die toegewese take tot die ooreengekome standaarde en hou by spertye; • Gebruik tyd doeltreffend en bly gefokus – word nie maklik afgelei nie; • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en	• Openbaar bevoegdhede uit vlak 1; • Bestuur hulpbronne om projekoogmerke te bereik; • Stel hoë prestasiestandaarde aan self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek	• Openbaar bevoegdhede uit vlak 1 en 2; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; • Meet vordering en monitor prestasie en resultate;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike projekte; • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; • Stel en bestuur diensvlakooreenkomste met eksterne diensverskaffers;

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	• Maak seker dat werk akkuraat en volledig is.	volgens rooster voltooi word; en • Kom begrotingsvereistes na.	• Aanvaar verantwoordelikheid en verantwoordingspligtigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Prioritiseer etlike hulpbronne om by mededingende spertye te bly; en • Bestuur etlike begrotings wat binne 'n verskeidenheid van groot tot klein diensverskaffers, kunstenaars of deskundiges werk.
2. Finansiële bestuur Toon 'n bewustheid van begrotingsbeperkings en werk verstandig binne finansiële perke.	• Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou.	• Openbaar bevoegdhede uit vlak 1; • Voortdurend op die uitkyk vir nuwe geleenthede om optimale benutting van befondsing te verkry en te verseker; en • Identifiseer en reageer op onreëlmatige besteding en ander verliese wat 'n misdaad kan uitmaak.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sal die mees koste-effektiewe kombinasie van media en kommunikasiekanale en tegnieke benut om munisipale boodskappe aan inwoners en belanghebbendes oor te dra; • Verstaan en evalueer finansiële implikasies van voorstelle (bv. advertensieveldtogte); • Verkry eksterne diensverskaffers deur die munisipaliteit se aanbodbeïnvloedingstelsel; • Ontwikkel regstellende maatreëls/optrede om seker te maak dat begroting in lyn is met finansiële hulpbronne; en • Het dieptekennis van nasionale beleid en wetgewing wat 'n impak het op munisipale finansies.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bring uitgawes in lyn met begrotings en kontantvloeivoorspellings; • Volg fakturerings- en betalingspraktyke soos uiteengesit deur die munisipaliteit. Waar diensverskaffers nie aan standaard-rekeningkundige praktyke voldoen nie – aanpasbaarheid is moontlik nodig – hoewel kontroles in alle gevalle toegepas moet word.

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3. Inligtingsmeting en - monitering Openbaar 'n vermoë om inligting te versamel, te hersien en te ontleed, tendense te identifiseer en daaroor verslag te doen.	• Lê data akkuraat vas, kontroleer vir akkuraatheid; en • Kan basiese data-ontleding doen.	• Openbaar bevoegdhede uit vlak 1; • Kan komplekse data ontleed deur die skepping van sigblaaie en databasisse; en • Kan gevolgtrekkings van ontledings opsom om sekere tendense voor te stel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Versamel en hersien data gereeld om vooruitgang te monitor, veral ná 'n spesifieke veldtog, of om doeltreffendheid van kommunikasie vas te stel, of om spesifieke diensleweringsbehoeftes vooruit te sien; • Kan vrae stel oor inligting, tendense ontleed en gevolgtrekkings daaroor maak; en • Kan vasstel of mediadekking positief, negatief of gebalanseerd is, saam met 'n beskouing oor die waarde en impak van die dekking.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel vas wat gemonitor moet word; • Ontwikkel moniteringstelsels wat maklik is om te gebruik en data verskaf wat toepaslik en tydig is; • Implementeer volgstelsels; en • Bied inligting en verslae oor inligting aan op 'n manier wat maklik deur gehoor verstaan word deur grafiese hulpmiddels en instrumente te gebruik wat inligting bondig voorstel.
4. Gebruik van tegnologie Vertoon 'n vermoë om tegnologie in die werksplek te gebruik om prestasie te optimaliseer en beter resultate te lewer.	• Openbaar basiese rekenaargeletterdheid en kan 'n aantal sagtewarepakkette gebruik wat toepaslik vir die rol; en • Verstaan die basiese werkinstruksies vir die betrokke tegnologie (harde- sowel as sagteware) wat in die departement gebruik word.	• Openbaar bevoegdhede uit vlak 1; • Openbaar gevorderde rekenaargeletterdheid en kan gevorderde funksies van betrokke sagtewarepakkette gebruik; • Kan die betrokke tegnologie op die gebied goed gebruik; en • Gryp nuwe tegnologie aan en toon 'n gewilligheid om te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar kreatiwiteit wanneer verskillende aspekte van tegnologie in die departement gebruik word; • Is bewus van jongste ontwikkelinge en sal waar nodig voorstelle maak om tegnologie aan te skaf wat sal help om resultate te kry; en • Openbaar tegniese bedrewenheid in die gebruik van tegnologiese toerusting op die gebied.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bewus van beste praktyke en instrumente wat nodig is om dit te bereik; • Bly op hoogte van huidige ontwikkelinge en tendense; en • Moedig voortdurende bywerking en ontwikkeling van nuwe vaardighede aan met betrekking tot gebruik van tegnologie.

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BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Diensleweringsoriëntering Die vermoë om personeel op dienslewering en die belange van die bewoners en hul gemeenskappe te laat fokus.	• Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; • Vors behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan gemeenskapsbehoeftes en steun lewering deur tydige kommunikasie; • Maak seker dat die departement/munisipaliteit vinnig op situasies (insluitende krisisse) reageer en lig alle belanghebbendes in wanneer nodig; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; • Maak seker alle opvolgaktiwiteite is voltooi; en • Maak seker dat alle kommunikasie met belanghebbendes 'n tweerigtingproses is en dat tegnologieë en stelsels wat ontwerp is om dienslewering en kliëntebehoeftes te steun gemonitor en bygewerk word (bv. Webwerf).	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Praat doeltreffend oor diensleweringsake soos vereis; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en • Maak seker dat alle geleenthede wat die munisipaliteit aanbied of inisieer die aandag op dienslewering (prestasies/mylpale) vestig of diensleweringsinligting oordra.
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Gee erkenning aan bydraes van ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in	• Openbaar bevoegdhede uit vlak 1 tot 3; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.

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		• Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	voorstelle in waar geregverdig; en • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes.	
3. Kommunikasie Dra idees en inligting doeltreffend aan die publiek en belanghebbendes oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat toegespreek word, wat 'n gemeenskaplike begrip verseker.	• Maak seker dat alle skriftelike en mondelinge kommunikasie bondig en goed gestruktureer is; • Dra inligting oor in 'n gepaste styl wat met die situasie verband hou; • Gebruik gepaste taal en vermy die gebruik van vaktaal; • Maak seker dat kommunikasie 'n duidelike doel het; • Maak seker dat kommunikasie feitelik, akkuraat en betyds voorsien word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander sê; • Gebruik korrekte spelling, punktuasie en taal; • Luister versigtig om te verstaan; en • Vra vrae om sake te verhelder.	• Openbaar bevoegdhede uit vlak 1; • Hanteer sake direk; • Dra behoeftes en instruksies duidelik oor; • Dra besluite en die redes daarvoor duidelik oor; • Kommunikeer persoonlik waar moontlik indien gepas; • Praat met gesag en selfvertroue; • Verander die styl van kommunikasie om aan die behoeftes van die gehoor te voldoen; • Bestuur groepbesprekings doeltreffend; • Som inligting op om 'n gemeenskaplike begrip te verseker; • Steun redenasies en aanbevelings doeltreffend skriftelik; • Stel goed gestruktureerde verslae en skriftelike opsommings op; en • Kan akkurate, duidelike getuienis in 'n geregshof gee.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat mense belangrike boodskappe kry en besluite akkuraat ontvang; • Lewer doeltreffende voorleggings voor 'n groot verskeidenheid gehore; • Gebruik gepaste visuele hulpmiddele en tegnieke om die boodskap oor te dra en begrip aan te help; • Hanteer sake doeltreffend selfs onder groot druk van die etlike bronne; • Oorweeg hoe verskillende gehore inligting sal interpreteer; • Kommunikeer op 'n manier wat vir almal verstaanbaar en betekenisvol is; • Kontroleer hoe doeltreffend kommunikasie vir die teikengehoor is; en • Gebruik elke geleentheid om belangrike boodskappe te versterk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Fasiliteer bespreking met 'n groot verskeidenheid gehore; • Rig kommunikasie om aan behoeftes van gehoor en munisipaliteit te beantwoord, dink wen-wen; • Struktureer boodskappe om aan eise van gehoor te voldoen; • Versterk belangrike boodskappe; en • Toon waardering vir alle insette wat ontvang is deur erkenning te gee aan gelewerde bydraes.
4. Kliëntoriëntering en klantefokus	• Verstaan die verskeidenheid kliënte wat bedien word;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vorige vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheids-terugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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		hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.		
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). Verstaan eie sterk en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg

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		swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.		met die belanghebbendes, los dit op en monitor dit.
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit. • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksionele gebiede;

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gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon bedagsaamheid teenoor ander.	• Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig die span om doelwitte te stel en te bereik.	• Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
2. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het 'n duidelike sin van eie en spandoelwitte; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1; • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; • Delegeer taak verantwoordelik aan ander en gee steun waar nodig. Stel doeltreffende beheermaatreëls en moniteringsprosesse in om op hoogte te bly van sake en resultate; • Beweeg ander om op te tree deur oogmerke en doelwitte in daaglikse aktiwiteite te omskep. Rig en motiveer ander tot optrede wat die uitdruklike doelwitte en oogmerke steun; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Dink progressief en bring innoverende idees voort.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Erken en beloon werknemers (na eie diskresionêre gesag) wie se optrede die bereiking van doelwitte en oogmerke steun; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor; • Begryp en artikuleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om daar uit te kom; en • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke.

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3. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor. • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig seniors en bestuursbeamptes van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel, bestuur en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; • Word gevra om konflik en verskille op te los; • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is; • Toon 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Oorreed alle politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer; en • Lyk selfversekerd (gesaghebbend en geloofwaardig) wanneer formele vergaderings en/of die media toegespreek word.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke

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		riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR BOUREKENAARS

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Bourekenaar in opleiding • Gegradueerde bourekenaar	• Bourekenaar • Landmeter • Konstruksie-bourekenaar	• Senior bourekenaar • Senior landmeter • Senior konstruksiebourekenaar	• Eerste bourekenaar • Eerste landmeter • Eerste konstruksiebourekenaar	• Hoofbourekenaar • Hooflandmeter • Hoofkonstruksie-bourekenaar
KENNIS EN OMVANG VAN WERK	• Voer junior landmeterstake uit onder toesig/mentorskap van 'n landmeter; en • Kan deel wees van 'n gestruktureerde opleidingsprogram.	• Betrokke by verskillende professionele landmetersfunksies; • 'n Mate van onafhanklikheid maar werk primêr onder leiding en toesig; • Kan senior landmeters help; en • Voorsien spesialisraad aan kliënte.	• Betrokke by aktiwiteite wat tipies kompleks van aard is; • Pas geïntegreerde kennis toe; en • Werk onafhanklik met 'n mate van leiding.	• Betrokke by komplekser professionele landmetersfunksies; • Werk onafhanklik; en • Kan toesig hou oor en mentorskap gee aan meer junior landmeters.	• Neem deel aan, beplan en lei komplekse projekte; • Werk onafhanklik; en • Hou toesig oor en koördineer meer junior landmeters en rig verslagdoening.
ONDERVINDING	• Geen ondervinding nodig; en • Voorkeur as gegradueerdes 2/3 jaar se praktiese werk onder toesig van 'n gekwalifiseerde bourekenaar gedoen het.	• 2-3 jaar toepaslike ondervinding nodig.	• 3-5 jaar toepaslike ondervinding nodig.	• 5-8 jaar toepaslike ondervinding nodig.	• 8 jaar of meer toepaslike ondervinding nodig.

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KWALIFIKASIE	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BSc Bourekene of B-graad of Nasionale Diploma; en • Voorkeur aan 'n professionele vermoëtoets/APC	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BSc Bourekene, BTech Bourekene of BTech: Konstruksiebestuur; en • Voorkeur aan 'n professionele vermoëtoets/APC	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BSc Bourekene; • BTech of BTech: Konstruksiebestuur; • Voorkeur aan 'n professionele vermoëtoets/APC; en • Professionele registrasie is 'n verkieslike vereiste.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BSc Bourekene; • BTech of BTech: Konstruksiebestuur; • Voorkeur aan 'n professionele vermoëtoets/APC; en • Professionele registrasie is 'n verkieslike vereiste.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n BSc Bourekene; • BTech of BTech: Konstruksiebestuur; • Voorkeur aan 'n professionele vermoëtoets/APC; en • Professionele registrasie is 'n verkieslike vereiste.
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**	**5**
KERN- PROFESSIONELE BEVOEGDHEDE					
1. Beplanning Die vermoë om opsies stelselmatig te identifiseer, te ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.	• Dra by tot beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel; • Ontleed inligting om uitvoerbaarheidstudies te steun; en • Stel uitvoerbaarheid-ondersoeke saam vir projekte wat 'n redelik plaaslike impak het.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel modelle vir die ontleding van inligting; • Konseptualiseer opsies; • Dra by tot ontleding van die sosio-ekonomiese impakte van die projek; en • Dra by tot kostebepaling en finansiële ontleding.	• Openbaar bevoegdhede uit vlak 1 en 2; • Ontwikkel scenario's oor projekte; • Onderneem uitvoerige ontleding van opsies; • Ontleed koste en finansiële implikasies; • Verstaan die behoeftes van die gemeenskap/belanghebbendes en pas ingenieursoplossings aan om aan die behoeftes van gemeenskap te voldoen; en • Neem institusionele reëlings en kapasiteite in ag in die beplanning en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Interpreteer GOP en ruimtelike beplanningsinisiatiewe in spesifieke projekvereistes; • Projekteer en voorspel kort-, medium- en langtermyninfrastruktuur-behoeftes vir die munisipaliteit; en • Evalueer alternatiewe opsies.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Kontekstualiseer projeklewering in ooreenstemming met organisatoriese planne; en • Dra by tot die opsie-ontleding.

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			voorstel van ingenieursoplossings.		
2. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en om hierdie begrip toe te pas om die munisipaliteit se diensleweringsuitdagings te bereik.	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewus van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van toepassing is, in 'n spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures; • Dieptekennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur en verstaan interdepartementele integrasie; • Openbaar 'n begrip van prosesse van munisipaliteit en plaaslike regering; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Verstaan sektorbeleid en wetgewing; en • Dieptekennis van die kwessies wat 'n impak het op dienslewering.
3. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Maak seker dat gehalte en foutlose verslae op die komiteestelsel ingedien word.

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ingenieurstandaarde te verseker.		weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.	
FUNKSIONELE BEVOEGDHEDE					
1. Projekbestuur Vermoë om eie take en ander se take te beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.	• Voer die toegewese take tot die ooreengekome standaarde uit (handel werk in die omvang van die opdrag af); • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Kom begrotingsvereistes na.	• Openbaar bevoegdhede uit vlak 1; • Bestuur basiese projekte volgens die ooreengekome standaarde; • Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kan projekte binne begroting voltooi.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standaarde; • Bestuur multidissiplinêre projekte; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; en • Bestuur etlike begrotings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike programme; en • Prioritiseer etlike hulpbronne om by mededingende spertye te bly.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Bestuur die toegewese take tot die ooreengekome standaarde; • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Bestuur begrotingsvereistes.
2. Konstruksie Kennis van konstruksie- en onderhoudsprosesse, monitor nakoming van ontwerpspesifikasies, gesondheids- en veiligheidsregulasies, kommunikeer in gepaste	• Kennis van konstruksie- en onderhoudsprosesse; • Monitor nakoming van ontwerpspesifikasies, gesondheids- en veiligheidsregulasies; en • Kommunikeer in gepaste styl tydens toesig van konstruksiepersoneel.	• Openbaar bevoegdhede uit vlak 1; • Dieptekennis van konstruksie- en onderhouds-prosesse; • Skakel doeltreffend met eksterne owerhede en ander	• Openbaar bevoegdhede uit vlak 1 en 2; • Ken hulpbronne toe (arbeid, materiaal, toerusting) om gewenste oogmerke te bereik; • Gebruik goeddunke in situasies van afwyking van ontwerpaannames;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Bestuur projekbegrotings en -roosters; en • Onderhandel met kliëntdepartemente en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Kan goeddunke gebruik in situasies van afwyking van ontwerpaannames; • Bestuur regstellende optrede; en

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styl tydens toesig oor konstruksiewerkers.		belanghebbendes oor projekspesifieke sake; • Kan kontraktuele sake tussen die munisipaliteit en kontrakteurs doeltreffend hanteer; en • Versag gesondheids-, veiligheids- en omgewingsrisiko's.	• Bestuur multidissiplinêre span; • Identifiseer en implementeer regstellende optrede; • Skakel met kliëntdepartemente en kontrakteurs; en • Bestuur projekbegrotings en roosters doeltreffend.		• Skakel met kliëntdepartemente en kontrakteurs.
3. Ontwerp Die vermoë om infrastruktuur te ontwerp ooreenkomstig gedefinieerde landmeterstandaarde en met gepaste inagneming van bedryfsvereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.	• Stel tender- en kontrakdokumente vir infrastruktuur onder toesig saam.	• Openbaar bevoegdhede uit vlak 1; • Ontwerp prosesse onafhanklik en met gepaste inagneming van bedryfsdoeltreffendheid, koste-effektiwiteit, omgewingsimpakte en volhoubaarheid; • Hou toesig oor samestelling van ingenieurstekeninge; en • Stel tender- en kontrakdokumente saam.	• Openbaar bevoegdhede uit vlak 1 en 2; • Keur ontwerp goed; • Neem die gepastheid van oplossings in die konteks van gemeenskapsbehoeftes in ag; en • Gebruik gepaste tegnologieë om aan gemeenskapsbehoeftes te beantwoord.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Prioritiseer ontwerp ten opsigte van begrotingsbeskikbaarheid.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Nasionaal en internasionaal erken as 'n spesialis op sy of haar gebied van navorsingsalternatiewe/ nuwe tegnologieë.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING					
1. Interpersoonlike verhoudings	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees;	• Openbaar bevoegdhede uit vlak 1 tot 4; en

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Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteite funksioneer.	• Sensitief vir hoe mense en organisasies funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat deur standaardmetodes ingesamel is; • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kan kennis, idees en konsepte deur mondelinge, skriftelike en visuele maniere oordra.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Verstaan die nodige vlak en medium van kommunikasie en bring dit in lyn met verwagtinge van die gehoor; en • Kommunikeer doeltreffend met senior en uitvoerende bestuur.
3. Diensleweringsoriëntering	• Verbind tot voortreflikheid; en	• Openbaar bevoegdhede uit vlak 1; en	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en	• Openbaar bevoegdhede uit vlak 1 tot 4; en

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Die vermoë om nuwe maniere om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte, te ondersoek en te implementeer.	• Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Professioneel in interaksie met algemene publiek en belanghebbendes.	• Tree doeltreffend in interaksie met algemene publiek; en • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne.	• Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Praat doeltreffend oor diensleweringsake met alle belanghebbendes.
PERSOONLIKE BEVOEGDHEDE					
1. Aksie-oriëntering en uitkomste-orioriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in die individu se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Inspireer ander/span deur eie optrede en gesindheid om prestasie te lewer; en • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Stel uitdagende doelwitte vir self en vir die span.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Behou werkstandaarde.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar en pas gedrag aan by konstruktiewe kritiek; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Soek proaktief na en bestuur situasies doeltreffend wat in die onmiddellike omgewing opgespoor word wat 'n impak of self en ander het.

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		kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.			
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Behoort aan 'n netwerk in die bedryf; en • Skep 'n leeromgewing vir personeel.

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		tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.			
5. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; en • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kom vorendag met kreatiewe en unieke idees; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
6. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier;	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

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en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Tree beslis op teen korrupte en oneerlike gedrag.		
BESTUURS-/LEIERSKAPSBEVOEGDHEDE					
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; en • Bou steun en projekteer gesag en geloofwaardigheid.	• Openbaar bevoegdhede uit vlak 1 tot 4; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 4; • Verseker 'n positiewe klimaat op spanne; en • Bemagtig span om doelwitte te stel en te bereik.

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3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vorige vlakke 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke.	• Openbaar bevoegdhede uit vorige vlakke 1 tot 4; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Openbaar bevoegdhede uit vorige vlakke 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vorige vlakke 1 tot 4; • Kan lei en motiveer; en • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit.

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BEVOEGDHEIDSRAAMWERK VIR REKORDBESTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Registrasieklerk • Registerklerk • Rekordklerk	• Senior registrasieklerk • Senior registerklerk • Senior rekordklerk • Eerste registerklerk • Eerste rekordklerk	• Administratiewe beampte • Senior administratiewe beampte • Hoofregisterbeampte • Hoofrekordbeampte	• Rekordbestuur
KENNIS EN OMVANG VAN WERK	• Kennis van aktiwiteite wat verband hou met rekordhouding en voorsien steun deur spesifieke register- en/of boodskapperverwante aktiwiteite te onderneem om seker te maak dat instruksies uitgevoer word; • Kennis van die omgewing van plaaslike regering; • Kennis van inligtingsbestuur; • Spesialiskennis van rekordbestuurpraktyke; • Begrip van die algemeenste elektroniese	• Kennis van take wat verband hou met die beheer van registrasie, optekening, sirkulasie en herwinning van dokumente en korrespondensie ooreenkomstig vasgelegde prosedures wat aansoeke wat met die registrasie- en rekordfunksie gepaardgaan; • Kennis van die omgewing van plaaslike regering; • Kennis van inligtingsbestuur; • Spesialiskennis van rekordbestuurpraktyke; • Begrip van die algemeenste elektroniese stelsels wat	• Implementeer en onderhou prosedures en stelsels wat gepaardgaan met die beheer van dokument- en korrespondensievloei, -bewaring, -herwinning en -wegdoening; • Werk onafhanklik in werks-/onderhoudsprogram en met gereelde terugvoer aan die bestuurder; • Kennis van die omgewing van plaaslike regering; • Kennis van inligtingsbestuur; • Spesialiskennis van rekordbestuurpraktyke;	• Deeglike kennis van rekordbestuurteorie en -praktyk, insluitende standaarde en beste praktyk; • Goeie kennis van rekordbestuursagteware en die gebruik daarvan; • Het bedryfsbeheer en -verantwoordelikheid oor alle bates in die afdeling; • Verantwoordelik vir algemene finansiële en administratiewe pligte, insluitende samestelling van die begrotings; • Bestuur administratiewe en bedryfspersoneel;

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	stelsels wat tans gebruik word, bv. transaksieprosessering-stelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer.	tans gebruik word, bv. transaksieprosessering-stelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer.	• Begrip van die algemeenste elektroniese stelsels wat tans gebruik word, bv. transaksieprosessering-stelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer.	• Werk onafhanklik en rapporteer aan die toepaslike algemene bestuurder; • Spesifieke kennis: • Kennis van die omgewing van plaaslike regering; • Kennis van inligtingsbestuur; • Spesialiskennis van rekordbestuurpraktyke; • Begrip van die algemeenste elektroniese stelsels wat tans gebruik word, bv. transaksieprosessering-stelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer.
ONDERVINDING	• 1 jaar ondervinding; en • Ondervinding op die gebied van papiergebaseerde en elektroniese rekordbestuur.	• 1-3 jaar toepaslike administratiewe ondervinding; en	• 3-5 jaar toepaslike ondervinding; en	• 5-8 jaar ondervinding in middelbestuur; en

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		• Ondervinding op die gebied van papiergebaseerde en elektroniese rekordbestuur.	• Ondervinding op die gebied van papiergebaseerde en elektroniese rekordbestuur.	• Ondervinding op die gebied van papiergebaseerde en elektroniese rekordbestuur.
KWALIFIKASIE	• Graad 12; en • Rekenaargeletterdheid: MS Office.	• Graad 12; en • Rekenaargeletterdheid: MS Office.	• Graad 12; • Rekenaargeletterdheid: MS Office; en • 'n Toepaslike kwalifikasie, verkieslik 'n Hoër Sertifikaat: Argiewe en rekordbestuur.	• 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n gepaste baccalaureusgraad of kwalifikasie in inligtings-/ rekordbestuur • Toepaslike opleiding wat deur die Nasionale Argief en Rekorddienste (NARS) aangebied word; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Skriftelike kommunikasie Die vermoë om komplekse inligting in verstaanbare dokumente vir spesifieke gehore oor te dra.	• Basiese lees- en skryfvermoëns om lêers, rekords en dokumente te sorteer; • Stuur van faksimileekopieë aan spesifieke bestemmings en optekening van stuurbesonderhede; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer.	• Openbaar bevoegdhede uit vlak 1; • Voeg ontvangserkenning by op inkomende pos, stempel en toon sirkulasiebesonderhede; • Voeg kontrolekodes in op korrespondensie wat van interne en eksterne bronne ontvang word; • Verantwoordelikhede met betrekking tot vasgelegde beleid en prosedures;	• Openbaar bevoegdhede uit vlak 1 en 2; • Doen verslag vir bestuur wanneer nodig; • Openbaar skriftelike kommunikasievaardighede deur gepaste woordeskat en terminologie te gebruik; en • Redigeer dokumentasie en organiseer komplekse inligting om begrip te fasiliteer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker dat rekordhouding 'n komponent van strategiese en bedryfsplanne is; • Ontwikkel reëls vir rekordhouding en los rekordbestuurprobleme op; en • Openbaar hoë vlak van skriftelike kommunikasievaardighede.

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		• Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer.		
2. Mondelinge kommunikasie Die vermoë om komplekse konsepte op 'n verstaanbare en oortuigende manier te artikuleer.	• Ontvang verbale instruksies van onmiddellike meerdere oor werkprogramme en -prioriteite wat met spesifieke departemente verband hou; en • Soek goedkeuring en voer reekse uit vir die fasilitering daarvan om verouderde rekords in die argief op te neem of weg te doen.	• Openbaar bevoegdhede uit vlak 1; • Gee leiding en duidelike instruksies in verband met daaglikse funksies in die kantoor; en • Meld probleme aan met betrekking tot werkvloei wanneer nodig.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Gee duidelike instruksies aan ondergeskiktes oor werkroosters met betrekking tot daaglikse werkvloei.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Artikuleer komplekse sake goed wanneer met diverse gehore kommunikeer.
3. Aandag aan besonderhede Vermoë om klassifikasiestelsels akkuraat en presies toe te pas om konsekwente metodes van organisering en skepping van beskrywende rekords te verseker met die oog daarop om dit vir gebruikers toeganklik te maak.	• Gaan eie werk na vir foute en kontak onmiddellike meerdere vir leiding; • Maak seker dat vaslegging van rekords betyds geskied; en • Volg vasgestelde prosesse en prosedures akkuraat en versigtig;	• Openbaar bevoegdhede uit vlak 1; • Voltooi rekordhoudingstake akkuraat en kontroleer eie werk om foute of weglatings te identifiseer; en • Volg op met kwessies en kan vertrou word om by spertye te bly.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; en • Verseker uitsette van hoë gehalte en sal optrede inisieer om probleme reg te stel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Voltooi verslae en ander dokumentasie akkuraat; • Stel maatstawwe en werkprosedures vas om 'n hoë vlak van gehalte en diens te bereik; en. • Stel hoë standaarde van werkprestasie aan self en ander.
4. Raad en leiding Vermoë om doeltreffend raad te gee en ander oor kernvereistes/nakomingsaangeleent hede en tegniese kwessies te rig.	• Toepaslik op 'n klein skaal met betrekking tot versameling, ontvangs en vaslegging van rekords.	• Openbaar bevoegdhede uit vlak 1; en • Gee raad, deel kennis en inligting met junior personeel en eweknieë.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gee raad aan gebruikers oor hoe om hul rekordhoudingsvereistes na te kom; • Gee raad oor tegniese kwessies met betrekking tot rekordbestuur; en • Lei gebruikers oor doeltreffende rekordhoudingspraktyke.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skakel met senior bestuur, eweknieë, PAIA-beamptes om verhoudings en kommunikasiekanale te ontwikkel; • Gee raad aan die organisasie oor rekordhoudingsverantwoordelikh ede; en

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				• Verteenwoordig die organisasie in die rekordbestuurgemeenskap.
5. Organisatoriese bewustheid Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienskwessies, programme, beleid en besluite op die openbare belang/kwellinge het.	• Verstaan hoe die sake-eenheid funksioneer; • Het basiese begrip van die munisipaliteit, sy prioriteite en doelwitte; • Bewus van beleid en prosedures en werk streng binne daardie parameters; en • Bewus van kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die organisatoriese hiërargie, goedkeuringsprosesse, komitees en strukture; • Verstaan die rolle en verantwoordelikhede van elk van die ander eenhede in eie departement en hoe hulle met die funksionele eenheid verband hou; • Is bewus van die munisipaliteit se doelwitte en prioriteite; en • Kennis van bedryfs- en administratiewe beleid en prosedures wat met die werking van die eenheid gepaardgaan en maak seker dit word nagekom.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en internaliseer die munisipaliteit se doelwitte en oogmerke; • Het dieptekennis van munisipaliteit se beleid en prosedures; en • Verstaan plaaslike regering.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan die departement se diensleweringsmandaat en hoe eie eenheid die departement in die uitvoering van daardie mandaat steun; • Verstaan die breër politieke imperatiewe wat met munisipale dienslewering gepaardgaan; en • Kan 'n betekenisvolle bydrae en kommentaar lewer oor organisatoriese en bedryfsbeleid en -prosesse.
6. Rekenaargeletterdheid Vertoon 'n vlak van geletterdheid in 'n vermoë om tegnologie in die werksplek te gebruik om prestasie te optimaliseer en beter resultate te lewer.	• Toon basiese kennis van MS Outlook; en • Werkkaartstelsels.	• Openbaar bevoegdhede uit vlak 1; • Kan rekenaar gebruik om bedryfswerkplanne en -prosesse op te stel; • Kan rekenaar gebruik om vorderingsverslae saam te stel; • Kan verkrygings- en bestellingstelsels gebruik; • Kan data invoer en ontleed deur 'n verskeidenheid rekenaarpakkette volgens	• Openbaar bevoegdhede uit vlak 1 en 2.	• Openbaar bevoegdhede uit vlak 1 en 2.

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		vasgestelde prosedures te gebruik; en • Kan nuwe elektroniese instrumente identifiseer om werksdoeltreffendhede te verbeter.		
7. Bestuur van werk Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk voltooi word en betyds is.	• Voer take ná verbale en skriftelike instruksies tot aanvaarbare standaarde uit.	• Openbaar bevoegdhede uit vlak 1; en • Maak seker dat korrespondensielêers en -rekords ooreenkomstig vasgestelde prosedures onderhou, gesirkuleer en herwin word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra verwagtinge duidelik aan ondergeskiktes oor; • Voorsien leiding en instruksie terwyl daar gedelegeer word; • Maak gebeurlikheidsplanne; • Onttrek inligting, stel dit saam en ontleed dit om gebruik van drukkers en verwante kantoortoerusting te monitor; • Stel roosters saam, konsolideer dit en berei dit voor om gebruik van spesifieke dienste te weerspieël; en • Maak seker voldoende steun is beskikbaar en dat versoeke en instruksies nagekom word.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel gepaste prosedures vas om ingelig te bly oor kwessies en resultate; en • Maak seker werk met 'n hoë prioriteit word binne nodige tydlyne gedoen.
FUNKSIONELE BEVOEGDHEDE				
1. Dissiplinespesifieke vaardighede Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid.	• Verstaan die beginsels en teorie wat onderliggend aan die spesifieke beroep is; • Het die vermoë om taakspesifieke probleme te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed; • Kan die voorkeuroplossing vir die probleem ten volle	• Openbaar bevoegdhede uit vlak 1; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die installasie, aanleg, werkswinkel, ens.; • Kan praktiese aspek van tegniese spesifikasies vir	• Openbaar bevoegdhede uit vlak 1 en 2; en • Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreëls en -prosedures val.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die kantoor.

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	ontwikkel deur 'n proses van sintese, met die toepassing van alle inligting wat deur die probleemondersoek ingewin is; en • Kan take of projekte (vir oprigting van tekens, loodgieterswerk, elektriese werk, ens.) uitvoer of implementeer en seker maak dat mense, materiaal, masjiene, toerusting doeltreffend gebruik word om die eindresultaat binne die vasgestelde parameters te bereik.	stelsels en prosesvereistes assesseer; • Gebruik goeddunke in situasies van afwyking van bedryfsaannames; en • Identifiseer en implementeer regstellende optrede op roetinetake en binne die gesag word op hierdie vlak gedelegeer word.		
2. Inligtingsbestuur Die versameling en ontleding van data en die bestuur daarvan deur verskillende tegnieke te gebruik.	• Kan lêers sorteer en na verskillende departemente/werknemers versprei.	• Openbaar bevoegdhede uit vlak 1; • Sorteer uitgaande pos, inkomende pos, sirkuleer lêers, dokumente wat gepos moet word; en • Voeg gepaste kontrolekodes op alle korrespondensie in sodat dit nagespoor kan word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor nakoming van prosesvereistes; en • Koördineer reekse vir die fasilitering daarvan om ou/verouderde rekords in die argief op te neem of weg te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Diensleweringsoriëntering Die vermoë om op dienslewering en die belange van die kliënte en belanghebbendes te fokus.	• Openbaar 'n verbintenis tot voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1; • Vors behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en • Tree professioneel op in interaksie met kliënte en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker alle opvolgaktiwiteite is voltooi; • Monitor diensverskaffers om seker te maak dat dienslewering aan die vasgestelde standaarde voldoen en hulle inspireer om	• Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker dat alle kommunikasie met belanghebbendes 'n tweerigtingproses is; • Maak seker dat tegnologieë en stelsels wat ontwerp is om dienslewering en

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			diensstandaarde te verbeter; en • Skep 'n klimaat van diensleweringsvoortreflikheid vir die eenheid.	kliëntebehoeftes te steun, gemonitor en bygewerk word; • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en • Konsulteer en gebruik internasionale beste praktyke oor diensleweringsinnovering.
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Gee erkenning aan bydraes van ander; en • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Moedig insette van ander aan en neem dit in ag; en • Oortuig ander van idees sonder om hul beskouing te onderdruk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; • Beding vergunnings sonder om verhoudings te skaad; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Hanteer sensitiewe persoonlike gesprekke doeltreffend (maak nie sensitiewe persoonlike inligting bekend nie); en • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie.
3. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief steun vir die bedryfsgebiede in die munisipaliteit	• Verstaan die verskeidenheid kliënte wat bedien word; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en	• Openbaar bevoegdhede uit vlak 1; • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer;	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker, ontleed tendense en stel oplossings voor;

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om die behoeftes betyds en op gepaste wyse vooruit te sien, te bevredig en te oorskry.	• Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer.	• Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge.	• Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar; en • Maak seker dat reaksietye vinnig is.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; en • Druk self en motiveer ander vir resultate.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

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			die rigting van verandering te mobiliseer.	
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Leierskap Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en 'n visie vir ander te skep en die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee om 'n gemeenskaplike visie of doel te probeer bewerkstellig.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Gee leiding aan ander en fokus op suksesvolle bereiking van oogmerke; en • Motiveer self en ander om werk van hoë gehalte binne spertyd te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen; • Help om rolle en verantwoordelikhede van spanlede te verduidelik; • Delegeer taak verantwoordelik aan ander en steun waar nodig; • Stel doeltreffende beheermaatreëls en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dink progressief en bring innoverende idees voort; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take;

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			moniteringsprosesse in om op hoogte te bly van sake en resultate; en • Inspireer personeel deur eie gedrag – lei deur voorbeeld.	• Verstaan en artikuleer die groot prentjie en die implikasies daarvan; en • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om daar uit te kom.
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; en • Word gerespekteer deur eweknieë.	• Openbaar bevoegdhede uit vlak 1; • Motiveer kollegas om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel, bestuur en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Motiveer diensverskaffers om take uit te voer.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Word gevra om konflik en verskille op te los; • Los geskille sou gou en doeltreffend as moontlik op om spanning en konflik te verminder; • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.
3. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan doeltreffend as spanlid funksioneer; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Werk doeltreffend saam met mense uit ander departemente; en • Neem doeltreffend as 'n lid van 'n span deel om span te help om doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Luister na ander en betrek hulle ten volle by spanbesluite; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenis te bou (teenoor opdring van persoonlike oogpunte); • Gebruik komplekse strategieë soos spantake en oorkruisopleiding om

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			• Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bou spangees en samehorigheid oor funksionele gebiede; en • Skep sterk moreel/spangees.	spanmoreel en produktiwiteit te bevorder; en • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë; • Verstaan eie beperkings; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde.	• Openbaar bevoegdhede uit vlak 1; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bemagtig ander en verdeel die werklas gepas; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; en • Stel uitdagende take wat individue se vermoëns en selfvertroue rek.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die eenheid; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR MONSTERNEMERS – MONSTERNEMINGSDIENSTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Gegradueerde in opleiding: Monsternemer	• Monsternemer: Water en afvalwater	• Senior monsternemer: Water en afvalwater	• Eerste monsternemer: Water en afvalwater
KENNIS EN OMVANG VAN WERK	• Help met monsternemingstake van water en afvalwater onder toesig/mentorskap van 'n senior monsternemer; en • Kan deel wees van 'n gestruktureerde opleidingsprogram.	• Neem deel aan verskillende monsternemingsfunksies van water en afvalwater. 'n Mate van onafhanklikheid maar werk primêr onder leiding en toesig; • Het algemene begrip van biologiese wetenskappe, chemie, laboratoriumontleding, afvalwaterbehandelings-prosesse en -regulasies; • Bewustheid van die vereistes van die laboratorium wat die ontledings sal doen; • Versameling van monsters uit verskillende bronne van behandelde water (verspreidingsnetwerke, stedelike riviere en openbare baddens); en • Basiese begrip van watermonsterbewaring en -vervoer.	• Voer goed gedefinieerde aktiwiteite uit. Pas geïntegreerde kennis toe; • Werk onafhanklik en soek raad wanneer nodig; • Hou toesig oor en koördineer ander lede van die monsternemingspan; • Het algemene begrip van biologiese wetenskappe, chemie, laboratoriumontleding, afvalwaterbehandelings-prosesse en -regulasies; • Bewustheid van die vereistes van die laboratorium wat die ontledings sal doen; • Versameling van monsters uit verskillende bronne van behandelde (verspreidingsnetwerke, reservoirs, stedelike riviere en openbare baddens) en onbehandelde water (damme,	• Bestuur goed gedefinieerde water- en afvalwatermonsternemings-funksies; • Werk onafhanklik in goed gedefinieerde werkverhouding met ander belanghebbendes en dissiplines; • Hou toesig oor en monitor ander lede van die monsternemingspan; • Het algemene begrip van biologiese wetenskappe, chemie, laboratoriumontleding, afvalwaterbehandelingsprosesse en -regulasies; • Bewustheid van die vereistes van die laboratorium wat die ontledings sal doen; • Evaluering van monsternemingspunte; • Deeglike kennis en ondervinding verkry van monsterneming van

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			boorgate, vleilande, damme en vleie, seebrandingsone en stormwater); • Bootmonsterneming (insluitende monsterneming uit vleie en damme); • Basiese begrip en toepassing van SASS (Suid-Afrikaanse tellingstelsel, 'n geakkrediteerde monsternemingstegniek van waterongewerweldes); en • Openbaar goeie bewustheid van aanbevole bewaringstegnieke van watermonsters.	verskillende behandelde en onbehandelde water; • Monsterneming van grondwater wat nywerheidsafloopwater; • Bootmonsterneming (insluitende monsterneming uit vleie en damme); • SASS- (Suid-Afrikaanse tellingstelsel, 'n geakkrediteerde monsternemingstegniek van waterongewerweldes) sertifikasie; • Openbaar goeie bewustheid van aanbevole bewaringstegnieke van watermonsters, hantering van voorsorgmaatreëls, monsternemingsplan en -prosedures; en • Bekwaam as omgewingsmonsternemer.
ONDERVINDING	• Geen ondervinding nodig.	• Tot 1 jaar toepaslike ondervinding.	• 1-3 jaar toepaslike ondervinding in 'n soortgelyke omgewing; • Kapteinslisensie; en • Swemvaardigheid.	• 3-5 jaar toepaslike ondervinding in 'n soortgelyke omgewing; • Kapteinslisensie; en • Swemvaardigheid.

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KWALIFIKASIE	• Matriek met biologie, wiskunde en wetenskap as vakke; • Rekenaargeletterdheid; en • Kode EB-rybewys.	• Matriek met biologie, wiskunde en wetenskap as vakke; • Rekenaargeletterdheid; en • Kode EB-rybewys.	• Matriek met biologie, wiskunde en wetenskap as vakke; • Rekenaargeletterdheid; • Kode 8-rybewys; • Vermoë om straat- en padkaarte te lees; en • Bekwaam in sekere werksverwante monsternemingstegnieke.	• Matriek met biologie, wiskunde en wetenskap as vakke; • Rekenaargeletterdheid; • Kode 8-rybewys; • Vermoë om straat- en padkaarte te lees; en • Bekwaam verklaar in alle (huidig gebruikte) werksverwante monsternemingstegnieke.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Beplanning en beheer Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.	• Neem deel aan beplanning deur saam te stel en te versamel uit navorsing, opnames en studies.	• Openbaar bevoegdhede uit vlak 1; en • Kennis van wat, waar, hoe en wanneer monsters geneem moet word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Koördineer beplanningsaktiwiteite ten opsigte van monsterneming; en • Verstaan dat die behoeftes van monsterneming aan die behoeftes van gemeenskap en regsvereistes moet voldoen.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Evalueer alternatiewe monsternemingsopsies; en • Help met die ontwikkeling van die monsternemings- en omgewingsmoniteringsprogram.
2. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en

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ingenieurstandaarde te verseker.		• Kontroleer teen standaarde en regulasies.		• Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.
3. Veiligheidsbewustheid Vermoë om gesonde verstand te gebruik om risiko's in werksomgewing te verminder.	• Basiese bewustheid van wat 'n chemiese of meganiese gevaar beteken.	• Openbaar bevoegdhede uit vlak 1; • Identifisering van chemiese gevare: Waterbesoedeling, stortings, skadelike chemikalieë, toksiese/vlambare gasse, afvalstowwe; en • Identifikasie van meganiese gevare: Foutiewe monsternemingsinstrumente/-toerusting, opvanging, vergruising, uitwerpingsprodukte.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Bewustheid van regsprobleme: Plekke van spesiale wetenskaplike belang, bewaringsgebiede, ens.	• Openbaar bevoegdhede uit vlak1 tot 3; • Identifikasie van biologiese gevare: Herkenning van abnormale stelsels (d.w.s. siek of dooie flora en fauna, swamme, reptiele en waterinsekte); en • Reageer op potensiële en werklike gevaartoestande wanneer hulle ontstaan.
4. Inligtingstegnologie Die vermoë om inligtingstegnologiebeginsels en -tegnieke te gebruik om programme in die GIS-omgewing te hou.	• Basiese rekenaargeletterdheid; en • Neem deel aan 'n opleidingsprogram oor die gebruik van toepaslike sagtewarepakkette.	• Openbaar bevoegdhede uit vlak 1; • Skep en laai lêers op databasis af soos LIMS vir monsterneming wat na handlogskrywers herlei word; • Gebruik GPS van datalogskrywers om nuwe monsternemingspunt te skep en elke monsternemingspuntbesoek te bevestig; • Lê velddata op handlogskrywer vas en laai ná elke lopie op databasis af; • Basiese begrip van GIS-kaarte; en • Identifiseer en vind monsternemingspunte deur 'n kaart te gebruik met 'n groot skaal, soos 1:10 000 (ortofoto).	• Openbaar bevoegdhede uit vlak 1 en 2; • Lei die monsternemers op om die GPS-toerusting te gebruik en gee opleiding oor databasissagteware; • Interpreteer GIS-kaarte; • Herstel en onderhou handtoerusting; • Identifiseer en vind monsternemingspunte; en • Vind monsternemingspunte deur GPS-koördinate (lengte- en breedtegraad) te gebruik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan maandelikse rooster deur LIMS-stelsel te gebruik; • Beplan die roete vir monsterneming daagliks; • Assesseer die nakoming van monsternemingslopie en implementeer enige regstellende maatreëls; • Voltooi gevorderde herstelwerk en onderhoud van handtoerusting deur LIMS-waarskuwings te gebruik; en • Gebruik Google Earth om monsternemingspunte met GPS-koördinate te karteer en te vind.

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5. Kwaliteitsoriëntering Vermoë om uitsette van hoë gehalte te verseker en monsternemingsprosesse en -prosedures te volg.	• Bewustheid van die IOS 17025-proses waarin funksies uitgevoer word.	• Openbaar bevoegdhede uit vlak 1; en • Het opleidingskursus in ISO 17025 of ekwivalent voltooi.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het opleidingskursus in ISO 17025 voltooi; en • Daar sal vereis word dat die monsternemer hou by die prosedures vir verskillende soorte monsters soos gestipuleer in die ISO 17025 gehaltebestuurstelsel (GBS.)	• Openbaar bevoegdhede uit vlak 1 tot 3; • Het opleidingskursus in ISO 17025 voltooi; en • Maak seker dat die monsternemer by die prosedures bly vir verskillende soorte monsters soos gestipuleer in die ISO 17025 gehaltebestuurstelsel (GBS.)
FUNKSIONELE BEVOEGDHEDE				
1. Datavaslegging Vermoë om data in verskillende formate en uit verskillende bronne te versamel, vas te lê en uit te ruil.	• Basiese toepassing van monsternemingsinstrumente ; • Kan aan 'n gestruktureerde opleidingsprogram deelneem; en • Basiese deelname aan opnamevlak.	• Openbaar bevoegdhede uit vlak 1; • Gebruik 'n chloorstel om chloorvlakke vir behandelde water te meet; • Meet en teken opgeloste suurstof op deur 'n DO-meter te gebruik; • Meet en teken watertemperatuur en troebelheid op deur toepaslike instrumente te gebruik; • Skep en onderhou fotorekord van monsternemingspunte; en • Teken alle versamelde monsters op.	• Openbaar bevoegdhede uit vlak 1 en 2; • Meet en teken watertemperatuur, pH, geleidingsvermoë en troebelheid op deur toepaslike instrumente te gebruik; • Skep en onderhou fotorekord van monsternemingspunte; • Teken alle versamelde monsters op; en • Meet en teken pH en waterdiepte op vir boorgate deur toepaslike instrumente te gebruik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Diagnoseer en spoor foute op monsternemingstoerusting op; • Monitor monsternemingstoerusting om seker te maak daar word by onderhoudsroosters gehou; • Openbaar deeglike kennis van normale werking van monsternemingstoerusting; • Identifiseer oorsake van bedryfsfoute van monsternemingstoerusting, tree op of eskaleer die probleem na meer senior personeel; en • Voer verwante gebieds- en terreinwaarnemings en toetse soos toegewys uit.
2. Bedryf en onderhoud Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om	• Basiese kennis van tegniese spesifikasies van elemente in 'n stelsel; en • Verstaan bedryfsreëls en -prosedures vir monsternemings-instrumente.	• Openbaar bevoegdhede uit vlak 1; • Kennis van tegniese spesifikasies van elemente in die stelsel; • Verstaan bedryfsreëls en -prosedures vir monsternemingsinstrumente;	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot langtermynbeplanning en voorspelling van monsternemingbedryfsvereistes; • Neem die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies in ag;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Neem bedryfsimplikasies op 'n munisipaliteitwye grondslag in ag; • Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies;

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daardie begrip in die bedryfsomgewing toe te pas.		• Neem deel daaraan om foute op te spoor; • Identifiseer en eskaleer gesondheids-, veiligheids- en omgewingsrisiko's; en • Neem deel aan die ontwikkeling van roetine en geskeduleerde onderhoudsprogramme.	• Dra by tot monsternemingsroosters; en • Openbaar deeglike kennis van werking van normale monsternemingstoerusting (insluitende elektriese geleidingsvermoë- (EG), temperatuur, pH- en opgeloste suurstof- (OS) meters en kalibreer dit wanneer nodig volgens die vervaardiger se spesifikasies.	• Ontwikkel bedryfreëls en -prosedures vir monsterneming; • Neem deel aan die ontwikkeling van moniteringsprogramme gegrond op ontleding van die monsternemingsroetes; • Verseker nakoming van bedryfsprosedures en spesifikasies; en • Onderneem vraag en bewaringsbestuur.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; • Moedig insette van ander aan en neem dit in ag; en • Dien as 'n skakelbeampte tussen werkgewer en die klante en publiek.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie. • Bewus van hoe mense en munisipaliteite funksioneer; • Tree op en eskaleer sake wat tydens monsterneming ontstaan, waar of wanneer nodig, na die hoër gesag of onmiddellike toesighouer; en • Help met reaksie op en oplossing van klantekwellinge en -klagtes oor watergehalte en nywerheidsafloopwaterbesoedeling.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en	• Dra by tot taakverslae deur inligting te voorsien wat deur standaardmetodes ingesamel is; en	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê gevorderde kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is;

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op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk.	• Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke.	• Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriënterin g Die vermoë om nuwe maniere om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte, te ondersoek en te implementeer.	• Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend oor diensleweringsake met belanghebbendes.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; en • Voltooi take.	• Openbaar bevoegdhede uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
2. Volharding	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Beplan en inisieer nuwe maniere om vooruit te gaan.	• Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.

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BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid te omskep en verkry verbintenis tot hierdie doelwitte van sy span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap	• Deel kennis en inligting met eweknieë en ondergeskiktes;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR WETENSKAPLIKES

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Gegradueerde in opleiding: Wetenskaplike	• Wetenskaplike: Mikrobioloog/ Biotegnoloog/Skeikundige/ Omgewingskundige/Ekoloog/ Botanikus/Soöloog/Statistikus/ ander wetenskaplikes	• Senior wetenskaplike: Mikrobioloog/Biotegnoloog /Skeikundige/ Omgewingskundige/ Ekoloog/Botanikus/ Soöloog/Statistikus/ander wetenskaplikes	• Eerste wetenskaplike: Mikrobioloog/Biotegnoloog/ Skeikundige/ Omgewingskundige/Ekoloog/ Botanikus/Soöloog/Statistikus/ ander wetenskaplikes • Afdelingshoof
KENNIS EN OMVANG VAN WERK	• Neem onder toesig/mentorskap van 'n wetenskaplike praktisyn deel aan uitvoering van komplekse wetenskaplike take; en • Kan deel wees van 'n gestruktureerde opleidingsprogram.	• Dra by tot verskeie professionele wetenskaplike funksies. • Mate van onafhanklikheid maar werk primêr onder leiding en toesig; en • Kan meerderes help om spesialisraad aan kliënte te gee.	• Voer komplekse aktiwiteite uit; • Pas geïntegreerde kennis toe; • Werk onafhanklik en soek raad wanneer nodig; en • Kan toesig hou oor junior wetenskaplike personeel.	• Bestuur professionele spanne en komplekse wetenskaplike funksies; • Werk onafhanklik; en • Kan toesig hou oor junior wetenskaplike personeel en hulle mentor.
ONDERVINDING	• Basiese voorgraadse laboratoriumopleiding.	• 0-2 jaar toepaslike werk of wetenskaplike navorsingsondervinding.	• 2-5 jaar toepaslike ondervinding ná professionele registrasie of 2-5 jaar nagraadse navorsingsondervinding (d.w.s. MSc-navorsingstesis).	• 5-8 jaar toepaslike ondervinding ná professionele registrasie.
KWALIFIKASIE	• Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma (in wetenskapveld) of BSc Wetenskap-graad; en • Rekenaargeletterdheid: MS Office.	• Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma (in wetenskapveld) of BSc Wetenskap-graad;	• Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik in analitiese chemie, chemiese ingenieurswese, mikrobiologie, omgewingskunde of ander	• Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik in analitiese chemie, chemiese ingenieurswese, mikrobiologie, omgewingskunde of ander verwante wetenskapskwalifikasie;

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		• Kwalifiseer om by SACNASP te registreer as 'n kandidaatnatuurwetenskaplike; en • Rekenaargeletterdheid: MS Office.	verwante wetenskapskwalifikasie; • Registrasie by SACNASP as Pr.Sci.Nat; en • Rekenaargeletterdheid: MS Office.	• Registrasie by SACNASP as Pr.Sci.Nat; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Beplanning Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.	• Neem deel aan beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel; • Ontleed inligting om uitvoerbaarheidstudies en die vereistes van die Geïntegreerde Ontwikkelingsplan (GOP) en die Groei- en Ontwikkelingstrategie (GOS) te steun; en • Dra by tot die samestelling van uitvoerbaarheidstudies vir komplekse wetenskaplike probleme en navorsing.	• Openbaar bevoegdhede uit vlak 1; • Dra by tot die ontwikkeling van komplekse moniteringsinstrumente vir die ontleding van inligting; • Konseptualiseer opsies; • Dra by tot ontleding van die sosio-ekonomiese impakte van die omgewingsontwikkelings; • Dra by tot wetenskaplike navorsingstudies en implementering; en • Verantwoordelik vir die onderhoudsrooster vir instrumente.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur en integreer die beplanning van junior wetenskaplike personeel; • Inisieer en voer wetenskaplike navorsing uit en ondersoek omgewingsprobleme; • Verseker en onderneem uitvoerige ontleding van opsies; • Ontleed koste en finansiële ontleding van kapitaalprojekte, bedryf en onderhoud; • Verstaan die behoeftes van die gemeenskap en voorsien wetenskaplike oplossing om aan die behoeftes van gemeenskap te voldoen; en • Neem institusionele reëlings en kapasiteite in	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hou toesig oor en evalueer die beplanning van komplekse wetenskaplike projekte; • Interpreteer GOP en ruimtelike beplanningsinisiatiewe in spesifieke wetenskaplike projekvereistes; • Projekteer en voorspel kort-, medium- en langtermyn-wetenskaplike behoeftes vir die munisipaliteit; • Evalueer alternatiewe opsies; en • Stel die oorblywende ekonomiese lewe van toerusting vas.

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			ag in die beplanning en voorstel van wetenskaplike oplossings om aan gemeenskapsbehoeftes te voldoen.	
2. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.	• Verstaan hoe die sake-eenheid funksioneer; • Basiese kennis van die munisipaliteit; • Basiese kennis van die omgewing van plaaslike regering; • Kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewus van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en kan die munisipaliteit se prioriteite en doelwitte oordra; • Dieptekennis van munisipaliteit se beleid en prosedures; • Verstaan prioriteite, doelwitte en kwessies in die sektor van plaaslike regering; • Verstaan en pas die regulatoriese raamwerk wat op plaaslike regering van toepassing is in die spesifieke funksionele gebied toe; en • Kennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die departementspesifieke doelwitte en prioriteite; • Goed ontwikkelde kennis van toepaslike munisipale wetgewing; en • Dra by tot hantering van die departementele diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direktoraat/munisipaliteit se beleid en prosedures • Dieptekennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direktoraat/munisipaliteit se uitdagings in die lewering van munisipale dienste.
3. Aandag aan besonderhede Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.	• Gaan werk na vir foute en weglatings voor indiening.	• Openbaar bevoegdhede uit vlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor wetenskaplike projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.
4. Gebruik van tegnologie Die vermoë om tegnologie in die werksplek aan te wend om die funksionering van wetenskaplike dienste te optimaliseer.	• Help met die werking van instrumente wat gebruik word vir omgewingsmonitering en laboraboriumontleding.	• Openbaar bevoegdhede uit vlak 1; en • Hanteer instrumente wat gebruik word vir omgewingsmonitering en laboraboriumontleding.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Hou toesig oor die doeltreffende gebruik van gespesialiseerde instrumente soos induktief gekoppelde plasma,	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur en onderhou nodige moniteringsinstrumente vir verpligte dienslewering.

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			vloeiinspuitingsontleder, gaschromatografie-massaspektrometrie, TIAMO, diskrete ontleder en PCR, ens., om aan klantevereistes te voldoen.	
FUNKSIONELE BEVOEGDHEDE				
1. Projekbestuur Vermoë om eie take en ander se take te beplan, te koördineer en te beheer in die lewering, bedryf en onderhoud van infrastruktuur en ander wetenskaplike take tot die vereiste spesifikasie en binne die begroting en rooster.	• Neem deel aan die ontwikkeling van 'n duidelike projekopdrag; • Berei 'n projekinisiasieprogram voor, koördineer en monitor dit; • Neem deel aan die toegewese take tot die ooreengekome standaarde (handel werk in die omvang van die opdrag af); • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Verseker nakoming van begrotingsvereistes.	• Openbaar bevoegdhede uit vlak 1; • Bestuur die insette van ondergeskikte wetenskaplike personeel; • Stel die verkrygingsbeleid vir die wetenskaplike projekte vas; • Bestuur en monitor die voorbereiding van die projek se kosteberekening; • Koördineer voorbereiding van projekdokumentasie en konstruksieprogramme; • Bestuur projekte en dienste ooreenkomstig. diensvlakooreenkomste; • Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Voltooi projekte binne begroting.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standaarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bewerkstellig ooreenstemming tussen vereistes en voorkeure, assesseer gebruikersbehoeftes en -opsies; • Stel projekopdrag, -oogmerke, -prioriteite, -beperkings, -aannames en -metodologieë vas; • Finaliseer en keur projekdokumentasie en wetenskaplike navorsingsprogramme goed; en • Bestuur etlike projekroosters, hulpbronne en begrotings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur departementele/ seksieprogramme se begrotings, roosters, hulpbronne en leweringsprodukte.
2. Dissiplinespesifieke vaardighede	• Openbaar basiese begrip van natuurwetenskap; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid.	• Neem deel aan wetenskaplike navorsingsaktiwiteite insluitende terreinbesoeke en data-insameling.	• Voer wetenskaplike aktiwiteite uit soos ondersoek van omgewingsbesoedeling, ens.; en • Onderneem wetenskaplike navorsing.	• Inisieer en voer navorsing uit om op hoogte te bly van onlangse gebruike in waterbehandeling.	• Bestuur wetenskaplike navorsing.
3. Dataverwerking en ontleding Vermoë om data te verwerk en verbeterings voor te stel in die manier waarop dit verwerk word.	• Help tydens omgewingsmoniteringsprogram om wetlike vereistes na te kom. • Versamel en formateer wetenskaplike data, gebruik statistiese sagteware vir navorsingsprojekte oor water-/luggehalte om verslag te doen oor vordering, doeltreffendheid, impak, uitvoerbaarheid, lewensvatbaarheid en besparings; en • Help tydens wetenskaplike navorsing wat blou- en groendruppelassesserings-prosesse steun.	• Openbaar bevoegdhede uit vlak 1; • Neem deel aan omgewingsmoniteringsprogram om wetlike vereistes na te kom. • Ontleed wetenskaplike data, gebruik statistiese sagteware vir navorsingsprojekte oor water-/luggehalte om verslag te lewer oor vordering, doeltreffendheid, impak, uitvoerbaarheid, lewensvatbaarheid en besparings; en • Dra by tot wetenskaplike navorsing en ontwikkeling, blou- en groendruppelassesserings-prosesse.	• Openbaar bevoegdhede uit vlak 1 en 2; • Voer inspeksies van waterbehandelings-aanlegte uit en stel bedryfsveranderinge voor waar nodig; • Hou toesig oor die proses om water te ontleed vir die doel om prestasie van waterbehandelings-aanlegte, verspreidingsnetwerke en filtreeraanlegte te monitor; • Voer wetenskaplike ondersoeke uit oor omgewingsbesoedeling in die waterwerke; • Hou toesig oor monsterontleding en voorbereiding van reagense en chemiese stowwe van die laboratorium in nakoming van ISO 17025 en goeie laboratoriumpraktyk (GLP); • Voer gespesialiseerde monsterontleding op verskillende watertipes uit;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur en doen verslag oor data en inligting wat uit waterwerke, afvalwateraanlegte, luggehalteontleding, ens. verkry word.

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			• Verseker die implementering van die gehaltestelsel (ISO 17025); • Hanteer klagtes van onbevredigende water en navrae oor drinkwater; en • Hou toesig oor en mentor junior wetenskaplikes.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy of haar idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteit funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taak/verslae deur inligting te voorsien wat deur standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke;

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			• Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke;	• Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Dienslewerings-oriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met verskillende belanghebbendes oor diensleweringsake; en • Het 'n waardering en begrip vir die diensleweringsimperatief en die eise daarvan op staatsamptenare.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd.	• Openbaar bevoegdhede uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar dryfkrag om dinge beter te doen; en • Dryf personeel aan om programuitsette te lewer.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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	• Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.			
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; • Leer uit ondervinding – herhaal nie foute nie; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.

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BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap	• Deel kennis en inligting met eweknieë en ondergeskiktes;	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Herken die behoefte na en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; • Stel uitdagende take wat individu se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemetings in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Herken die behoefte na en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR FASILITERING VAN MAATSKAPLIKE ONTWIKKELING – DISTRIKTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistentfasiliteerder van maatskaplike ontwikkeling	• Fasiliteerder van maatskaplike ontwikkeling	• Senior fasiliteerder van maatskaplike ontwikkeling	
KENNIS EN OMVANG VAN WERK	• Kennis en begrip van menslike gedrag en maatskaplike stelsels en wetgewing om te help met die ingrypings by die punte waar mense interaksie het met hul omgewing om selfbemagtiging te bevorder; en • Begrip van maatskaplikewerksdienste en hoe dit gebruik kan word om mense te beskerm wat kwesbaar, in gevaar is en hulself nie kan beskerm nie.	• Toepaslike spesialiskennis en ondervinding op die gebied van: ▪ Klanteverhoudings; ▪ Kommunikasie; ▪ Diensintegrasie en -koördinasie; ▪ Projekbestuurmetodologie; ▪ Alle toepaslike dissiplinespesifieke wetgewing en beleid; ▪ Moniterings- en evalueringsmetodologieë; ▪ Die omgewing van maatskaplike ontwikkeling en vroeë kinderontwikkeling wat 'n impak op gemeenskappe het; en • Kennis van wetgewing soos die MFMA wat toepaslik is op plaaslike regering sowel as munisipaliteitsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingspligtigheid en verkrygingsprosedures.	• Toepaslike spesialiskennis en ondervinding op die gebied van: ▪ Klanteverhoudings; ▪ Kommunikasie; ▪ Diensintegrasie en -koördinasie; ▪ Projekbestuurmetodologie; ▪ Alle toepaslike dissiplinespesifieke wetgewing en beleid; ▪ Moniterings- en evalueringsmetodologieë; ▪ Die omgewing van maatskaplike ontwikkeling en vroeë kinderontwikkeling wat 'n impak op gemeenskappe het; en • Kennis van wetgewing soos die MFMA wat toepaslik is op plaaslike regering sowel as munisipaliteitsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingspligtigheid en verkrygingsprosedures.	
ONDERVINDING	• Tussen 1-3 jaar toepaslike ondervinding nodig.	• Tussen 3-5 jaar toepaslike ondervinding nodig.	• Meer as 5 jaar toepaslike ondervinding nodig.	

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KWALIFIKASIE	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad met maatskaplike hulpwerk as hoofvak is 'n voordeel; en • Rekenaargeletterdheid MS Office	
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.	• Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Pas riglyne en prosesse toe om eenvoudige probleme op te los; en • Kan probleme oplos en komplekse probleme wat nie by die riglyne pas nie, na toesighouer verwys.	• Openbaar bevoegdhede uit vlak 1; • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel; • Weet wanneer om probleme na toesighouer te verwys om opgelos te word; en • Volg op met verwysingsproses.	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Maak gebruik van ondervinding en breë algemene kennis en toon vermoë om indringende vrae te stel om gebruikersbehoeftes te verstaan; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie.	
2. Organisatoriese bewustheid Verstaan die kernaandrywers in die sektor en die munisipaliteit en hoe om hierdie begrip toe te pas om die diensleweringsuitdagings te bereik.	• Het basiese kennis van die munisipaliteit en fasiliteringsprosesse van maatskaplike ontwikkeling; en • Kan diensleweringdinamiek in die konteks van maatskaplike ontwikkeling verstaan.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die diensleweringsfunksie se dinamiek en die verhouding met ander tersaaklike dele in die munisipaliteit; en • Dra by tot hantering van die munisipaliteit se diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en ondervinding met munisipale/provinsiale wetgewing in verband met gemeenskapsfasiliteringsdienste; • Kan die munisipaliteit se prioriteite en doelwitte uitvoer; en • Maak seker dat die munisipaliteit genoeg aandag aan diensleweringsuitdagings kan gee.	

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3. Aandag aan besonderhede Vermoë om akkuraat en presies te werk en om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming te verseker.	• Kan gehalteversekering van werk doen wat nie tot foute en weglatings beperk is nie; • Maak seker alle take word betyds voltooi; en • Kan vasgestelde prosesse en standaardwerkprosedures (SOP) akkuraat en noukeurig volg.	• Openbaar bevoegdhede uit vlak 1; • Maak seker alle besonderhede van 'n taak word uitgevoer; • Voltooi administratiewe take akkuraat en proeflees eie werk om foute of weglatings te identifiseer; en • Volg op met kwessies en kan vertrou word om by spertye te bly.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan gehalteversekering doen en werk bevestig wat gewaarborg word deur die Beroepspersoon: Fasilitering van Maatskaplike Ontwikkeling; • Openbaar 'n proaktiewe kultuur en ontwerp en implementeer voorkomende instrumente en maatreëls wat daarop gemik is om foute of probleme van tyd tot tyd op te spoor voor take afgehandel word; en • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en	
4. Monitering en beheer Die vermoë om die resultate van afvaardigings, take of projekte te monitor, met inagneming van die vaardighede, kennis en ondervinding van die toegewese persoon en die eienskappe van die taak of projek.	• Kan projekte koördineer en vordering na mylpale en verwante spertye monitor; • Dra mylpale en verwagte resultate doeltreffend oor; • Vra vrae om toepaslike inligting te verkry; • Maak seker dat alle besonderhede van 'n projek uitgevoer word; en • Hou by met talle klein besonderhede sonder om enige daarvan te vergeet.	• Openbaar bevoegdhede uit vlak 1; • Stel 'n stelsel in om op te volg oor projekte/take/opdragte; • Stel terugvoermeganismes in om onvoltooide werk te monitor; • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Hou ywerig wag oor projekprosesse, take en werkprodukte om seker te maak dit is vry van foute, weglatings of gebreke; • Inisieer optrede om gehalteprobleme reg te stel of stel ander van gehalteprobleme in kennis indien gepas; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel 'n stelsel in om lewering van projekte/take/opdragte te verseker; • Verseker terugvoermeganismes om uitvoering te monitor; • Bevestig en bekragtig dat die kontrolelys vir die projek alle besonderhede insluit wat oorgesien kan word; • Maak seker voltooide projekte is op die ooreengekome standaard; • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking; en • Identifiseer risiko's en tree gepas op om die risiko's te versag en kommunikeer oor risikosake en moontlike oplossings.	

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		• Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking.		
5. Beplanning en organisering Die vermoë om werktake te beplan en te organiseer deur gebruik van die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies en uitkomste/ resultate te bereik.	• Omskep projekoogmerke in spesifieke planne; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; en • Meet vordering en monitor prestasie en resultate.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die departement se begroting; • Maak gebruik van die hulpbronne van ander eenhede en departemente, gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; • Openbaar die vermoë om die omvang van toepaslike projekte te bepaal; en • Help ander om hul werk te beplan en te organiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente in die munisipaliteit om gewenste resultate te bereik; • Kan vennootskapsooreenkomste bevorder wat vir alle partye seker maak van uitkomstes waar albei kante wen; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die munisipaliteit.	
FUNKSIONELE BEVOEGDHEDE				
1. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.	• Kan inisiatiewe steun en werk gewillig saam in die uitvoering van take en pligte.	• Openbaar bevoegdhede uit vlak 1; • Toon persoonlike belangstelling in die welstand van kollegas; en • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan talentvolle individue herken en ontwikkelingsterugvoer gee ooreenkomstig prestasiebestuurbeginsels; • Maak seker daar is duidelikheid oor rolle en gee leiding aan span;	

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		gebruik om instemming of aanvaarding van voorstelle te bereik.	• Kan konflik deur 'n deelnemende deursigtige benadering bestuur; en • Kan konstruktief met verskillende vlakke van bestuur in interaksie tree om spansamehorigheid te bou.	
2. Professionele/tegniese vaardigheid Verstaan en pas praktiese en/of teoretiese kennis in die dissipline van maatskaplike ontwikkeling toe, om uitvoering te gee aan die rol en mandaat van die funksie.	• Inisieer en implementeer die direktoraat/departement se oorvleuelende projekte en programme wat gemik is op dienslewering, gebruik van projek; en • Bestuur dissiplines wat die bestuur deur projekmetodologie steun.	• Openbaar bevoegdhede uit vlak 1; • Kan maatskaplike en gemeenskapsontwikkeling fasiliteer en bewerkstellig deur die voorsiening van ontwikkelings- en gemeenskapsdienste; • Openbaar die vermoë om ingrypings en programme te inisieer wat daarop gemik is om gemeenskappe te bemagtig, positiewe maatskaplike verandering te skep, maatskaplike samehorigheid te bou; en • Kan veranderende individuele en gemeenskapsgedragspatrone bestuur deur menslike ontwikkeling te fasiliteer en maatskaplike samehorigheid aan te moedig.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Kan die fasilitering van prosesse van maatskaplike ontwikkeling van albei projekte in gedefinieerde sektore bestuur sowel as op toevallige maatskaplikeontwikkelingsbehoeftes in gemeenskappe reageer.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan maklik by ander aansluiting vind; • Kan 'n netwerk vorm met belanghebbendes; • Kan maatskaplike dinamiek en die bestuur daarvan verstaan; en	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en kom met hul klaar; • Kommunikeer doeltreffend; • Kan erkenning gee aan bydraes van ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê belanghebbendes se verwagtinge, idees en kwellinge akkuraat vas; • Moedig insette van belanghebbendes aan en neem dit in ag en het die vermoë om ander	

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	• Kan doeltreffend luister en reageer gepas.	• Kan aansluiting vind by mense op alle vlakke van die munisipaliteit en die hele gemeenskap; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; en • Openbaar selfversekerdheid.	van eie idees te oortuig sonder om hul beskouing te onderdruk; • Openbaar die vermoë om vaardig te onderhandel in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Kan diplomatiese verhoudings onderhou.	
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Reageer op vrae met akkurate en volledige antwoorde; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel goed gedefinieerde kommunikasiestrategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehore oor te dra of met hulle in interaksie te tree; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; en • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe in formele sowel as informele situasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan met die media kommunikeer sonder om die integriteit van die munisipaliteit prys te gee; • Openbaar 'n vermoë om situasies en belangeposisies te lees en op gepaste wyse te reageer; en • Kan taal en styl gebruik om die aandag van die gehoor te boei.	
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale	• Kan diensvoortreflikheid openbaar; • Openbaar 'n aanvaarbare vlak van verantwoordelikheid en betroubaarheid;	• Openbaar bevoegdhede uit vlak 1; • Openbaar verbintenis daartoe om met gemeenskappe in interaksie te tree oor alle aspekte van dienslewering;	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne;	

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prosesse om munisipale doelwitte te bereik.	• Professioneel in interaksie met algemene publiek en belanghebbendes; en • Verstaan en is bewus van die kern van gemeenskapsbehoeftes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se planne te integreer.	• Verstaan die nodigheid vir sosiopolitieke transformasie en kan hierdie filosofie met lewering van munisipale dienste insluit. (verligting van armoede, aandag aan diensleweringsagterstande, ekonomiese ontwikkeling, omgewingsbewaring); • Vestig 'n samewerkende verhouding met die gemeenskap; en • Is bewus van die burgerlike munisipaliteite en kan hulle by diensleweringsprosesse betrek.	• Kan gemeenskapsbehoeftes kwantifiseer en hul implikasies vir die munisipaliteit evalueer; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; en • Openbaar welsprekendheid oor diensleweringsake by belanghebbendes en die publiek.	
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Kan klantgerigtheid openbaar; • Openbaar betroubaarheid en verbintenis tot tydlyne; • Kan verstandhouding met klante opbou; en • Kan betyds op kliëntebehoeftes reageer.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Verseker persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Kan probleme doeltreffend en effektief oplos; en • Kan die lewering van uitstekende klantediens voldoende steun.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Kan die klimaat bepaal en 'n kultuur skep om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar;	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na;	

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Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.		• Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer;	

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			• Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	
5. Verantwoordingspligtigheid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	
6. Probleemoplossing	• Openbaar logiese, gevolgsgerigte denke (Toon	• Openbaar objektiwiteit, deeglikheid, insigrykheid en	• Hanteer dubbelsinnigheid en onsekerheid doeltreffend;	

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Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor. • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig bestuursbeamptes/ seniors van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Word gevra om konflik en verskille op te los; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Openbaar kalmte tydens teëspoed.	
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te	• Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en	

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pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.		spanmoreel en produktiwiteit te bevorder; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander munisipaliteite/departemente en kan in 'n mededingende omgewing werk.	• Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; en • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit.	

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4. Strategiese vermoë en leierskap Bepaal en gee uitdrukking aan die visie, bepaal rigting vir die munisipaliteit en/of eenheid en inspireer ander om die munisipaliteit se mandaat uit te voer.	• Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor.	• Openbaar bevoegdhede uit vlak 1; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Motiveer en rig projekspanne af om die hoogste projekresultate te bereik; • Soek wedersydse voordeel/uitkomstes waar albei kante wen vir alle betrokkenes; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Kom statutêre vereistes na en pas beleid konsekwent toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gee raad en leiding oor beleid; • Tree beslis op na assessering van take; • Lei en koördineer die omsetting van beleid in aksieplanne en konseptualiseer die langtermynuitwerking van die gewenste uitkomstes van projek; • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke; en • Monitor die bestuur van etlike projekte en balanseer prioriteite en botsings tussen projekte gegrond op breër munisipale doelwitte.	

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BEVOEGDHEIDSRAAMWERK VIR SPESIALE PROJEKTE – MAATSKAPLIKE ONTWIKKELING

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistentberoepspersoonprofessioneel: Dienslewering • Assistentberoepspersoon: Dakloses • Assistentberoepspersoon: Middelmisbruik • Assistentprofessioneel: Kwesbare groepe	• Professionele beampte: Dienslewering • Professionele beampte: Dakloses • Professionele beampte: Middelmisbruik • Professionele beampte: Kwesbare groepe	• Herintegreringstoesighouer • Koördineerder: Spesiale projekte	• Senior beroepspersoon: Dakloses • Senior beroepspersoon: Middelmisbruik • Senior beroepspersoon: Kwesbare groepe • Senior beroepspersoon: Jeug
KENNIS EN OMVANG VAN WERK	• Kennis en begrip van menslike gedrag en maatskaplike stelsels en wetgewing om te help met die ingrypings by die punte waar mense interaksie het met hulle omgewing om selfbemagtiging te bevorder; en • Die begrip van maatskaplikewerksdienste en hoe dit gebruik kan om mense te beskerm wat kwesbaar, in gevaar is en hulself nie kan beskerm nie.	• Toepaslike spesialiskennis en ondervinding op die gebied van: ▪ Klanteverhoudings; ▪ Kommunikasie; ▪ Diensintegrasie en -koördinasie; ▪ Projekbestuur-metodologie; ▪ Alle toepaslike dissiplinespesifieke wetgewing en beleid; ▪ Moniterings- en evalueringsmetodologieë; ▪ Die omgewing van maatskaplike ontwikkeling en vroeë kinderontwikkeling wat 'n impak op gemeenskappe het; en	• Toepaslike spesialiskennis en ondervinding op die gebied van: • Klanteverhoudings; • Kommunikasie; • Diensintegrasie en -koördinasie; • Projekbestuurmetodologie; • Alle toepaslike dissiplinespesifieke wetgewing en beleid; • Moniterings- en evalueringsmetodologieë; • Die omgewing van maatskaplike ontwikkeling en vroeë kinderontwikkeling wat 'n impak op gemeenskappe het; en • Kennis van wetgewing soos die MFMA wat toepaslik is op plaaslike regering sowel as	• Toepaslike spesialiskennis en ondervinding op die gebied van: • Klanteverhoudings; • Kommunikasie; • Diensintegrasie en -koördinasie; • Projekbestuur-metodologie; • Alle toepaslike dissiplinespesifieke wetgewing en beleid; • Moniterings- en evaluerings-metodologieë; • Die omgewing van maatskaplike ontwikkeling en vroeë kinderontwikkeling wat

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		• Kennis van wetgewing soos die MFMA wat toepaslik is op plaaslike regering sowel as raadsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingspligtig-heid en verkrygingsprosedures.	raadsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingspligtigheid en verkrygingsprosedures.	'n impak op gemeenskappe het; en • Kennis van wetgewing soos die MFMA wat toepaslik is op plaaslike regering sowel as raadsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingsplig-tigheid en verkrygingsprosedures.
ONDERVINDING	• 1-3 jaar toepaslike ondervinding.	• 3-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding.	• Meer as 8 jaar toepaslike ondervinding.
KWALIFIKASIE	• Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office	• Toepaslike 3-jaar-tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office	• Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad met 'n sertifikaat in maatskaplike hulpwerk is 'n voordeel; en • Rekenaargeletterdheid MS Office	• Toepaslike 3-jaar-tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
Kern- professionele bevoegdhede				
1. Konseptuele denke Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van	• Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Pas riglyne en prosesse toe om eenvoudige probleme op te los; en	• Openbaar bevoegdhede uit vlak 1; • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel;	• Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Maak gebruik van ondervinding en breë	• Openbaar bevoegdhede uit vlak 1 tot 3; • Toon sterk konseptuele prosesse en soek na nuwe maniere om probleme op te los;

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gevolge en implikasies en toon kreatiwiteit.	• Verwys probleme wat nie in riglyne pas nie, na 'n toesighouer.	• Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word; en • Volg op met verwysingsproses.	algemene kennis en toon vermoë om indringende vrae te stel om gebruikersbehoeftes te verstaan; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie.	• Toon 'n vermoë om indringende vrae te stel en tersaaklike inligting uit gebruikers te onttrek om hul behoeftes te verstaan; • Openbaar 'n intuïtiewe begrip van sake en kan inligting koppel; • Kan detailoriëntering met grootprentjiedenke versoen; en • Betrek die gepaste persone om komplekse interdepartementele probleme op te los.
2. Organisatoriese bewustheid Verstaan die kernaandrywers in die sektor en die munisipaliteit en hoe om hierdie begrip toe te pas om die diensleweringsuitdagings te bereik.	• Het basiese kennis van die munisipaliteit en projekte en programme van maatskaplike ontwikkeling.	• Openbaar bevoegdhede uit vlak 1; en • Verstaan hoe maatskaplike ontwikkeling werk en die verhoudings met ander tersaaklike dele in die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en het ondervinding met munisipale/provinsiale wetgewing in verband met maatskaplikeontwikkelings-dienste; • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Dra by tot hantering van die munisipaliteit se diensleweringsuitdagings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Het dieptekennis van munisipaliteit se beleid en prosedures; en • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering.
3. Aandag aan besonderhede Vermoë om akkuraat en presies te werk en om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming te verseker.	• Gaan werk na vir foute en weglatings; • Maak seker alle take word betyds voltooi; en • Volg vasgestelde prosesse en prosedures akkuraat en versigtig.	• Openbaar bevoegdhede uit vlak 1; • Maak seker alle besonderhede van 'n taak word uitgevoer; • Voltooi administratiewe take akkuraat en	• Openbaar bevoegdhede uit vlak 1 en 2; • Hou 'n kontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Merk foute of probleme op voordat take voltooi word; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Voltooi verslae en ander dokumentasie akkuraat en proeflees eie werk om foute of

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		proeflees eie werk om foute of weglatings te identifiseer; en • Volg op met kwessies en kan vertrou word om by spertye te bly.	• Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel.	weglatings te identifiseer; • Stel maatstawwe en werkprosedures vas om 'n hoë vlak van gehalte en diens te bereik; • Stel hoë standaarde van werkprestasie aan self en ander; en • Aanvaar verantwoordelikheid vir uitkomstes en herfokus/ hersien take waar gepas.
4. Monitering en beheer Die vermoë om die resultate van afvaardigings, take of projekte te monitor, met inagneming van die vaardighede, kennis en ondervinding van die toegewese persoon en die eienskappe van die toewysing of projek.	• Bou sperdatums in take, opdragte en delegering in; • Dra mylpale en verwagte resultate doeltreffend oor; • Vra vrae om toepaslike inligting te verkry; • Maak seker dat alle besonderhede van 'n projek uitgevoer word; en • Hou by met talle klein besonderhede sonder om enige daarvan te vergeet.	• Openbaar bevoegdhede uit vlak 1; • Stel 'n stelsel in om op te volg oor projekte/take/opdragte; • Stel terugvoermeganismes in om onvoltooide werk te monitor; • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kan word; • Merk foute of probleme op voordat projekte voltooi word; • Hou ywerig wag oor projekprosesse, take en werkprodukte om seker te maak dit is vry van foute, weglatings of gebreke;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Identifiseer risiko's en tree gepas op om die risiko's te versag en kommunikeer oor risikosake en moontlike oplossings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Monitor en beheer verskillende aspekte van werktoewysing, voltooide take en afgehandelde leweringsprodukte.

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		• Inisieer optrede om gehalteprobleme reg te stel of stel ander van gehalteprobleme in kennis indien gepas; en • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking.		
5. Beplanning en organisering Die vermoë om werktake te beplan en te organiseer deur gebruik van die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies en uitkomste/resultate te bereik.	• Omskep projekoogmerke in spesifieke planne; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; en • Meet vordering en monitor prestasie en resultate.	• Openbaar bevoegdhede uit vlak 1; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die departement se begroting; • Maak gebruik van die hulpbronne van ander eenhede en departemente, gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; • Ontwikkel scenario's oor projekte; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente in die munisipaliteit om gewenste resultate te bereik; en • Ontwikkel vennootskapsooreenkomste wat vir alle partye seker maak van uitkomstes waar albei kante wen.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die munisipaliteit.

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		• Help ander om hul werk te beplan en te organiseer.		
FUNKSIONELE BEVOEGDHEDE				
1. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.	• Kom ondersteunend voor van inisiatiewe en werk gewillig saam in uitvoering van take en pligte.	• Openbaar bevoegdhede uit vlak 1; • Toon persoonlike belangstelling in die welstand van kollegas; en • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken talentvolle individue en gee ontwikkelingsterugvoer ooreenkomstig prestasiebestuurbeginsels; • Maak seker daar is duidelikheid oor rolle en gee leiding aan span, • Bestuur konflik deur 'n deelnemende deursigtige benadering; en • Kan konstruktief in interaksie tree met lynbestuurder en dien eie span se beskouing/ kwellinge/voorstelle in.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Wys duidelik gedefinieerde take aan ondergeskiktes toe; • Monitor en evalueer werknemerprestasie in take en tree gepas op waar prestasie van ondergeskiktes nie goed genoeg is nie; • Delegeer en bemagtig ander om bydrae en vlak van verantwoordelikheid en verantwoordingspligtig-heid te vermeerder; • Kan eie tyd sowel as tyd van kollegas bestuur; • Fasiliteer stelling van doelwitte en probleemoplossing deur die span; en • Konfronteer ander taktvol wanneer nodig en kan ongewilde besluite neem wanneer nodig.

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3. Professionele/tegniese vaardigheid Verstaan en pas praktiese en/of teoretiese kennis in die maatskaplikeontwikkelingsdissipline toe, om uitvoering te gee aan die rol en mandaat van die funksie.	• Hou toesig oor en koördineer die werkprogram van veldwerkers om seker te maak van nakoming van verskillende wetgewende verordeningsbepalings en dat dit in lyn is met die strategieë en programme wat met spesiale projekte verband hou.	• Openbaar bevoegdhede uit vlak 1; en • Voorsien professionele steun aan die departement ten opsigte van voorsiening van 'n funksie as spesialis- en algemene deskundige, bv. fasilitering van maatskaplike ontwikkeling, om volhoubare dienslewering te verseker.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Hou toesig oor en koördineer die werkprogram van herintegrasie-eenheid om seker te maak van nakoming van verskillende wetgewende verordenings- en beleidsbepalings en ooreenkomstig die strategieë en programme van die direktoraat/departement van maatskaplike ontwikkeling.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Ontwikkel, bestuur en koördineer die implementering van munisipale programme ten opsigte van steun, identifisering en bestuur van verhoudings met belanghebbendes, veral met die provinsiale regering en eksterne diensverskaffers; beplan en ontwikkel programme in hierdie portefeulje insluitende gebruik van projekbestuur en moniterings- en evaluerings- (M&E-) metodologieë wat ingestel is op die munisipaliteit se strategie ten opsigte van maatskaplike ontwikkeling.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Sluit goed by ander aan; • Inisieer kontak met ander mense; • Toon bedagsaamheid teenoor ander; en • Luister doeltreffend en reageer gepas.	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; • Gee erkenning aan bydraes van ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge diplomaties en taktvol vas; • Moedig insette van ander aan en neem dit in ag en oortuig ander van eie idees sonder om hul beskouing te onderdruk;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; en • Openbaar die geduld om enduit na mense te luister en hul opinies

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		• Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; en • Kan eie opinies laat geld.	• Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Reageer op vrae met akkurate en volledige antwoorde; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehore oor te dra of met hulle in interaksie te tree; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word; en • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe uit in formele sowel as informele situasies.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Gebruik taal en styl om die aandag van die gehoor te boei; en • Ontwikkel goed gedefinieerde kommunikasiestrategie.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Kommunikeer met verskillende belanghebbendes sonder om die integriteit van die munisipaliteit prys te gee.
3. Dienslewerings-oriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om	• Toon verbintenis tot voortreflike diens; • Kom verbintenisse en beloftes ten opsigte van die	• Openbaar bevoegdhede uit vlak 1; • Is daartoe verbind om met gemeenskappe in interaksie te tree oor alle	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan gemeenskapsbehoeftes kwantifiseer en hul implikasies	• Openbaar bevoegdhede uit vlak 1 tot 3;

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dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	onderneming van take na en hou by spertye; • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Is bewus van gemeenskapsbehoeftes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se planne te integreer.	aspekte van dienslewering; • Verstaan die nodigheid vir sosiopolitieke transformasie en kan hierdie filosofie met lewering van munisipale dienste insluit. (verligting van armoede, aandag aan dienslewerings-agterstande, ekonomiese ontwikkeling, omgewingsbewaring); en • Vestig 'n samewerkende verhouding met die gemeenskap. Is bewus van die burgerlike munisipaliteite en kan hulle by dienslewerings-prosesse betrek.	vir die munisipaliteit evalueer; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Praat doeltreffend oor dienslewerings-ake met verskillende belanghebbendes.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.

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		• Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.	• Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op.	• Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief.	• Openbaar bevoegdhede uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

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3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Hanteer verandering doeltreffend; • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor.	• Openbaar bevoegdhede uit vlak 1; • Toon 'n gewilligheid om te leer; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer; • Bly wakker vir die behoefte na verandering voor die behoefte in die eksterne of interne omgewing sigbaar word; en • Probeer 'n invloed hê op veranderende gebeure.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Gryp geleentheid aan om nuwe dinge te leer; • Woon kursusse en programme gewillig by; • Dra kennis in die werksplek oor; en • Deel inligting en kennis met ander.	• Openbaar bevoegdhede uit vlak 1; • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Wend nuwe kennis, begrip of vaardighede prakties by die werk aan; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge; en • Bevorder beste praktyk.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
5. Verantwoordingspligtig-heid en etiese gedrag Vermoë om die hoogste standaarde van etiese en morele	• Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier;	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit,	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike

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gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	• Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikheid vir eie optrede.	persoonlike gewin of die gewin van ander nie; • Bou vertroue en toon vertroue in ander; en • Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word.	in situasies waar belangebotsings ontstaan; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	munisipale administrasie.
6. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbenade ring en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsake in ag neem.	• Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjiedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir probleme voort; • Sien probleme vooruit en vorm strategieë om potensiële impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings op etlike gebiede in die munisipaliteit; en • Identifiseer unieke kwessies of probleme wat 'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

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1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor. • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig uitvoerende gesag van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Word gevra om konflik en verskille op te los; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Openbaar kalmte tydens teëspoed.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Oorreed politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer; • Kry steun deur te kapitaliseer op begrip van politieke magte wat die organisasie beïnvloed; en • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en produktiwiteit te bevorder; • Betrek en bemagtig span om doelwitte te stel en te bereik; • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer; en • Werk doeltreffend saam met mense uit ander munisipaliteite/ departemente en kan in	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente; en • Breek grense af (struktureel, funksioneel, kultureel) tussen spanne, fasiliteer die deel van kundigheid en hulpbronne.

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		'n mededingende omgewing werk.		
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee; en • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; en • Voorsien langtermynleiding oor leerbehoeftes vir personeel en hoe om hierdie leeruitkoms te bereik.
4. Strategiese vermoë en leierskap Bepaal en gee uitdrukking aan die visie, bepaal rigting vir die munisipaliteit en/of eenheid en inspireer ander om die munisipaliteit se mandaat uit te voer.	• Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor.	• Openbaar bevoegdhede uit vlak 1; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Motiveer en rig projekspanne af om die	• Openbaar bevoegdhede uit vlak 1 en 2; • Gee raad en leiding oor beleid; • Tree beslis op na assessering van take; • Lei en koördineer die omsetting van beleid in aksieplanne en konseptualiseer die	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor die bestuur van risiko's in etlike projekte deur totale hulpbronvereistes te ondersoek en impak van projekte op

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		hoogste projekresultate te bereik; • Soek wedersydse voordeel/uitkomstes waar albei kante wen vir alle betrokkenes; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Kom statutêre vereistes na en pas beleid konsekwent toe.	langtermynuitwerking van die gewenste uitkomstes van projek; • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke; en • Monitor die bestuur van etlike projekte en balanseer prioriteite en botsings tussen projekte gegrond op breër munisipale doelwitte.	daaglikse aktiwiteite te assesseer; en • Monitor beleidsimplementering en stel prosedures in om risiko's te bestuur.

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BEVOEGDHEIDSRAAMWERK VIR TOESIGHOUERS/VOORMAN

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Spanleier • Groepleier – Tegnies • Bedryfstoesighouer	• Senior bedryfstoesighouer • Voorman • Senior voorman • Ambagsmanvoorman • Konstruksievoorman • Aanlegvoorman	• Superintendent • Tegnikus-superintendent • Toesighoudende voorman	• Senior superintendent • Ingenieursuperintendent • Ingenieurstoesighouer
KENNIS EN OMVANG VAN WERK	• Hou toesig oor 'n klein groepie werkers wat basiese/elementêre funksies uitvoer. Doen dieselfde werk, maar lei die span; • Werk onafhanklik onder algemene instruksie; en • Bedryfstoesighouer bestuur tipies 'n voertuig.	• Hou toesig oor 'n groot of vername werkspan of 'n aantal kleiner spanne wat 'n groter verskeidenheid werk doen; • Verantwoordelik vir die ontplooiing en beheer van noodsaaklike toerusting, instrumente, masjinerie, aanleg en voertuie om die werk te doen. • Verantwoordelik vir die vordering en voltooiing van die werk. • Voer algemene administratiewe pligte uit; en	• Het bedryfsbeheer oor en verantwoordelikheid vir 'n installasie, aanleg, werkswinkel, depot of area. • Stel bedryfswerkplanne en onderhoudsplanne op. • Het toesigbeheer oor die voorman/senior. • Voer algemene administratiewe pligte uit; en • Werk onafhanklik in werks-/onderhoudsprogram en met gereelde terugvoer aan die bestuurder.	• Het bedryfsbeheer oor en verantwoordelikheid vir 'n aantal installasies, aanlegte, groot en diverse werkswinkels, depots of areas. • Stel bedryfswerkplanne en onderhoudsplanne op. • Kan toesigbeheer oor superintendente of voorman/senior en ambagsmanne hê. • Verantwoordelik vir algemene administratiewe pligte, insluitende die begroting; en

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		• Werk onafhanklik in werks-/ onderhoudsprogram en met gereelde terugvoer aan 'n superintendent/bestuurder.		• Werk onafhanklik in werks-/ onderhoudsprogram en met minder gereelde terugvoer aan die bestuurder.
ONDERVINDING	• 1-2 jaar toepaslike ondervinding nodig.	• 3-5 jaar toepaslike ondervinding nodig.	• 3-5 jaar toepaslike ondervinding nodig.	• 5 jaar of meer ondervinding in 'n toesighoudende tegniese posisie nodig.
KWALIFIKASIE	• Graad 9 of ekwivalente tegniese kwalifikasie.	• Graad 10 of ekwivalente tegniese kwalifikasie; • Toepaslike rybewys; en • Basiese rekenaargeletterdheid: MS Word/Excel	• Graad 12 of ekwivalente tegniese kwalifikasie; • Diesel- en/of petrolambagsman met vaktoets; en • Rekenaargeletterdheid MS Office	• Ambagsman met vaktoets of tegniese/professionele kwalifikasie; • Rekenaargeletterdheid MS Office; en • Kan in groter munisipaliteite 'n 3-jaar- tersiêre kwalifikasie in 'n ingenieursveld vereis.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Probleemoplossing Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Verstaan potensiële impak van probleme op eie werksomgewing; • Hanteer duidelik gedefinieerde probleme wat taakspesifiek is; • Openbaar logiese probleemoplossingsbenaderin g en voorsien rede vir voorgestelde oplossings; • Stel vas wat die grondoorsaak van probleme	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Openbaar die vermoë om komplekse probleme wat met gedelegeerde take verband hou in hanteerbare dele op te breek en oplossings te identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Los probleme uit uitdagings wat binne duidelik gedefinieerde parameters is, op werkwinkel- of depotvlak op; en • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir plaaslike probleme voort.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms herhaal word nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings.

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	is en evalueer of oplossings grondoorsake in ag neem; en • Betrek die gepaste persone om komplekse taakverwante probleme op te los.			
2. Beplanning en organisering Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies, resultate van die werkeenheid te bereik.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Fokus volgens projek op die kort- na mediumtake; en • Identifiseer hulpbronvereistes om spesifieke take te onderneem.	• Openbaar bevoegdhede uit vlak 1; • Organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met doeltreffende gebruik van tyd en hulpbronne; • Identifiseer en wys hulpbronne toe; • Verantwoordelik vir die ontplooiing en beheer van noodsaaklike toerusting, instrumente, masjinerie, aanleg en voertuie om die werk te doen. • Meet vordering en monitor prestasie en resultate; en • Ontwikkel gebeurlikheidsplanne vir potensiële probleme.	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die kliënt se behoeftes; • Ontwikkel geïntegreerde planne vir die werkeenheid en ander wat koppel met die depots/werkswinkel; • Sorg vir en bestuur etlike take en besonderhede deur te fokus op kernprioriteite en delegering aan ander; • Stel take en hulpbronne vas – Bepaal projek-/taakvereistes deur dit in take op te breek; toerusting, materiaal en mense wat nodig is, te identifiseer; met interne en eksterne vennote te koördineer; en • Stel programme vir onderhoud en voorkomende onderhoud op.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Identifiseer en reageer op geleenthede om vennootskappe te smee met ander departemente om gewenste resultate te bereik; • Maak gebruik van die hulpbronne van ander eenhede en departemente om resultate te behaal; en • Projekteer en voorspel kort-, medium- en langtermynbehoeftes vir die aktiwiteite wat onder eie beheer is.
3. Organisatoriese bewustheid Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienskwessies, programme, beleid en besluite	• Verstaan hoe die sake-eenheid funksioneer; • Het basiese begrip van die munisipaliteit, sy prioriteite en doelwitte;	• Openbaar bevoegdhede uit vlak 1; • Verstaan die rolle en verantwoordelikhede van elk van die ander eenhede in eie departement;	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra kennis van munisipaliteit se beleid en prosedures; • Verstaan plaaslike regering; • Kan 'n betekenisvolle bydrae en kommentaar lewer oor	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan en internaliseer die munisipaliteit se doelwitte en oogmerke; • Verstaan die munisipale hiërargie,

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op die openbare belang/kwellinge het.	• Bewus van beleid en prosedures en werk streng binne daardie parameters; en • Bewus van kwessies wat 'n impak het op dienslewering.	• Verstaan die rolle en verantwoordelikhede van ander departemente in die munisipaliteit; • Is bewus van die munisipaliteit se doelwitte en prioriteite; en • Kennis van bedryfs- en administratiewe beleid en prosedures wat met die werking van die eenheid gepaardgaan en maak seker dit word nagekom.	munisipale en bedryfsbeleid en -prosesse; • Verstaan die breër politieke imperatiewe wat met munisipale dienslewering gepaardgaan; en • Verstaan die departement se diensleweringsmandaat en hoe eie eenheid die departement steun in die uitvoering van daardie mandaat.	goedkeuringsprosesse, komitees en strukture; • Het dieptekennis van munisipaliteit se beleid en prosedures; en • Verstaan die breër landskap van plaaslike regering en die politiek en die impak daarvan op bedryfs- en diensleweringsake.
FUNKSIONELE BEVOEGDHEDE				
1. Dissiplinespesifieke vaardighede Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid.	• Verstaan die beginsels en teorie wat onderliggend aan die spesifieke beroep is; • Het die vermoë om taakspesifieke probleme te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed; • Kan die voorkeuroplossing vir die probleem ten volle ontwikkel deur 'n proses van sintese, met die toepassing van alle inligting wat deur die probleemondersoek ingewin is; en • Kan take of projekte (vir oprigting van tekens, loodgieterswerk, elektriese werk, ens.) uitvoer of implementeer en seker maak dat mense, materiaal, masjiene, toerusting doeltreffend gebruik word om	• Openbaar bevoegdhede uit vlak 1; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die installasie, aanleg, werkswinkel, ens.; • Kan praktiese aspek van tegniese spesifikasies vir stelsels en prosesvereistes assesseer; • Gebruik goeddunke in situasies van afwyking van bedryfsaannames; en • Identifiseer en implementeer regstellende optrede op roetinetake en binne die gesag wat op hierdie vlak gedelegeer word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die installasie, aanleg, werkswinkel, ens.; en • Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreëls en -prosedures val.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die risiko's en bedryfsdoeltreffendheid van installasies, aanlegte, werkswinkels, ens.

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	die eindresultaat binne die vasgestelde parameters te bereik.			
2. Mensebestuur Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.	• Kom ondersteunend voor van inisiatiewe en werk gewillig saam in uitvoering van take en pligte.	• Openbaar bevoegdhede uit vlak 1; • Toon persoonlike belangstelling in die welstand van kollegas; en • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken individue en gee ontwikkelingsterugvoer ooreenkomstig prestasiebestuurbeginsels; • Maak seker daar is duidelikheid oor rolle en gee leiding aan span; • Bestuur konflik deur 'n deelnemende deursigtige benadering; en • Kan konstruktief in interaksie tree met lynbestuurder en span eie span se beskouing/kwellinge/ voorstelle in.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Wys duidelik gedefinieerde take aan ondergeskiktes toe; • Monitor en evalueer werknemerprestasie in take en tree gepas op waar prestasie van ondergeskiktes nie goed genoeg is nie; • Delegeer en bemagtig ander om bydrae en vlak van verantwoordelikheid en verantwoordings-pligtigheid te vermeerder; • Kan eie tyd sowel as tyd van kollegas bestuur; • Fasiliteer stelling van doelwitte en probleemoplossing deur die span; en • Konfronteer ander taktvol wanneer nodig en kan ongewilde besluite neem wanneer nodig.
3. Taakbestuur Beplan, bestuur, monitor evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	• Organiseer die span en ontwikkel 'n werksplan; • Ken eie tyd doeltreffend toe om werk te voltooi; • Koördineer eie en ander se roosters om botsings te voorkom;	• Openbaar bevoegdhede uit vlak 1; • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; • Bestuur etlike spanne;	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer hulpbronne konsekwent vir 'n verskeidenheid take; • Voorsien leiding en instruksie terwyl daar gedelegeer word;	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Ontwikkel en implementeer medium- tot langtermynplanne en ken hulpbronne toe om korttermyntake uit te voer.

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	• Kan hulpbronne optimaal gebruik; • Benut beskikbare hulpbronne (individue, prosesse, departemente en instrumente) om werk doeltreffend te voltooi; • Kan take prioritiseer; • Identifiseer meer en minder kritieke aktiwiteite en take; pas prioriteite aan waar gepas; • Bly gefokus op taak voorhande; • Kontroleer gehalte van werk teen voorafbepaalde spesifikasies; • Maak seker dat vasgestelde prosedures om werktake te voltooi, gevolg word; en • Inisieer optrede om gehalteprobleme reg te stel of stel ander van gehalteprobleme in kennis indien gepas.	• Gebruik tyd doeltreffend en voorkom dat ontoepaslike sake of afleidings inmeng met die voltooiing van werk; • Kan etlike hulpbronne prioritiseer om by mededingende spertye te bly; en • Monitor en beheer aktiwiteite deur 'n log van werk, produksie of onderhoud te hou.	• Beplan vooruit om seker te maak dat nodige toerusting en/of materiaal in gepaste plekke is sodat eie en ander se werk doeltreffend gedoen kan word; en • Maak gebeurlikheidsplanne.	
4. Werkplekveiligheid Die vermoë om die behoeftes van werknemers te assesseer en dit met die munisipaliteit se beleid oor gesondheid, veiligheid en welstand te koppel.	• Openbaar kennis van alle verwante veiligheids- en sekuriteitsregulasies; • Is bewus van medewerkers se veiligheid in die werksplek; • Verstaan hoe om veiligheidstoerusting te gebruik en te hanteer; • Openbaar en/of verduidelik waarom veiligheidstoerusting en/of -prosedures; • Pas veiligheids- en/of sekuriteitsprosedures toe;	• Openbaar bevoegdhede uit vlak 1; • Beveel aan en/of verbeter veiligheids- en sekuriteitsprosedures; • Hersien veiligheidopleidingsmateriaal; • Identifiseer veiligheidskwessies en -probleme – Spoor gevaarlike werkomstandighede op;	• Openbaar bevoegdhede uit vlak 1 en 2; • Verseker die doeltreffende uitvoering van gesondheidsregulasies en -beleid; • Maak seker roosters word gehou vir gereelde inspeksie van voertuie en/of toerusting; • Meld enige voorvalle of voorkoms van onveilige optrede of foutiewe toerusting en regstellende	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur beroepsgesondheid- en -veiligheidsbeleid van werksplek en rapporteer aan maatskappy; en • Bestuur die implementering van die toepassing van die werknemerswelstand-beleid in die werksplek en skakel met toepaslike

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	• Dokumenteer en/of monitor veiligheids- en sekuriteitskendings; en • Is bewus van die gevare daaraan verbonde om met gevaarlike materiale te werk.	• Is wakker vir onveilige werktoestande; • Meld onveilige werkstoestande en veiligheidsprobleme aan en/of stel dit reg; gaan toerusting en/of werksarea gereeld na. • Tree regstellend op — Meld onveilige werkomstandighede aan of korrigeer dit; doen aanbevelings en/of verbeter veiligheids- en sekuriteitsprosedures; pas veiligheidsregulasies en -prosedures toe; en • Monitor die regstellende optrede – monitor veiligheids- of sekuriteitskwessies ná regstellende optrede uitgevoer is en verseker voortgesette nakoming.	maatreëls wat getref is aan by gesondheids- en veiligheidskomitees; en • Gee aandag enige sake van personeelwelstand en steun welstandsinisiatiewe in die werksplek.	belanghebbendes om aandag te gee aan sake van belang.
5. Begroting Verbeter die munisipaliteit se sakesin sover moontlik en toon 'n gesonde begrip van toepassing van die doeltreffendste bestuurspraktyke om munisipaliteit en departementele finansieringsdoelwitte en oogmerke te bereik.	• Verstaan basiese bedryfsvereistes en kan dit in die begrotingsproses invoer.	• Openbaar bevoegdhede uit vlak 1; • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou; • Verstaan en evalueer finansiële implikasies van voorstelle; • Kan besteding prioritiseer om te sorg dat die grootste bedryfsdoeltreffendheid moontlik bereik word;	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei finansiële verslae en riglyne voor gegrond op die voorgeskrewe formaat; • Ontwikkel regstellende maatreëls/aksies om seker te maak dat begroting in lyn is met finansiële hulpbronne; • Identifiseer en reageer op onreëlmatige besteding en ander verliese wat 'n misdaad kan uitmaak; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Stel eie begroting op ooreenkomstig die strategiese oogmerke van die munisipaliteit; en • Bring uitgawes in lyn met begrotings en kontantvloeivoorspellings.

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		• Soek na nuwe geleenthede om fondse te verkry en te bespaar; • Openbaar kennis van algemene konsepte van begroting; en • Kan vir bedryfsvereistes in begrotings voorsiening maak.	• Uiters versigtig om munisipale bates te beskerm.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteit funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor;

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			• Reageer op vrae met akkurate en volledige antwoorde.	• Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Raak doeltreffend betrokke by algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.	• Toon geesdrif om nuwe projekte te aanvaar; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen; en • Skep 'n aksiegeoriënteerde kultuur wat die werkeenheid steun om sy doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Druk self en motiveer ander vir resultate; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi take/opdragte suksesvol binne tydtoekennings.	• Openbaar bevoegdhede uit vlak 1 en 2; • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Jaag projekoogmerke meedoënloos na; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik; • Hou superintendente aanspreeklik vir hul eenheid se prestasie en stel gepaste ingrypings in; en • Stel uitdagende doelwitte vir die bedryfseenheid.

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2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die breër organisatoriese omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Etiek en verantwoordingspligtigheid Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Gedra self volgens organisatoriese waardes; • Aanvaar verantwoordelikheid vir eie optrede. • Erken eie foute en swakhede en soek hulp by ander indien self nie kan lewer nie; en • Behandel alle kollegas met gelyke respek.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Rigtingbepaling Die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee terwyl hulle 'n gemeenskaplike visie of doel probeer bereik.	• Gee leiding aan spanne om oogmerke te bereik en by spertye te bly; en • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor.	• Openbaar bevoegdhede uit vlak 1; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Motiveer spanne om werk van hoë gehalte binne spertyd te lewer; en • Inspireer personeel deur eie gedrag – lei deur voorbeeld.	• Openbaar bevoegdhede uit vlak 1 en 2; • Monitor die bestuur van etlike take en balanseer prioriteite en botsings tussen take; • Beweeg ander om op te tree deur oogmerke en doelwitte in daaglikse aktiwiteite te omskep; • Rig en motiveer ander tot optrede wat die uitdruklike	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan en artikuleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyndoelwitte en bring meer as een manier voort om daar uit te kom; en • Dink progressief en bring innoverende idees voort.

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			doelwitte en oogmerke steun; en • Erken en beloon werknemers (na sy diskresionêre gesag) wie se optrede die bereiking van doelwitte en oogmerke steun.	
2. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; • Dwing respek by eweknieë en ondergeskiktes af; en • Los geskille so gou en so doeltreffend as moontlik op.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take en missies uit te voer; • Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke; en • Is geloofwaardig vir personeel.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Hanteer ander doeltreffend in 'n vyandige situasie deur gepaste interpersoonlike style en metodes te gebruik om spanning of konflik tussen mense te verminder.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; • Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is; • Toon 'n karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Word gevra om konflik en verskille op te los;
3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Dra take en verwagtinge duidelik oor en stel realistiese standaarde; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Verstaan beperkings van ondergeskiktes; en	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n	• Openbaar bevoegdhede uit vlak 1 en 2; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; • Sien die behoefte vir en voorsien individue van

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	• Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan.	produktiewe manier in die werksomgewing toe; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; en • Bemagtig ander en verdeel die werklas gepas.	• Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; en • Monitor vordering en gee individue spesifieke terugvoer oor hul prestasie.	riglyne oor hoe om nuwe of moeilike situasies te hanteer; en • Mentor en rig ander af waar gepas.
4. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n span werk, werk doeltreffend as 'n spanlid; • Deel inligting en werk maklik met ander; en • Skep sterk moreel/spangees.	• Openbaar bevoegdhede uit vlak 1; • Betrek en bemagtig span om doelwitte te stel en te bereik; en • Neem doeltreffend as 'n lid van 'n span deel om span te help om doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Betrek ander deur na hulle te luister en hulle ten volle by spanbesluite te betrek; • Erken en respekteer die waarde van verskillende sienswyses; • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; en • Bou spangees en samehorigheid in die eenheid.	• Openbaar bevoegdhede uit vlak 1 tot 3.

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BEVOEGDHEIDSRAAMWERK VIR AANBODKETTINGBESTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Assistent-AKB-praktisyn	• AKB-praktisyn/-spesialis	• Senior AKB-praktisyn/-spesialis	• Hoof AKB-praktisyn/-spesialis
KENNIS EN OMVANG VAN WERK	• Ouditeer werk volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare praktisyn; • Basiese begrip van vraagbeplanning, verkrygingsprosesse, tenderprosesse, logistiek en veskaffersbestuur; en • Toepaslike wetgewing in plaaslike regering (bv. MSA, MFMA, PPPFA, ens. soos gewysig) en toepaslike nasionale tesourie- en ander toepaslike regulasies van nasionale/provinsiale regering.	• Ouditeer werk volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare senior praktisyn; • Goeie begrip van vraagbeplanning, verkrygingsprosesse, tenderprosesse, logistiek en veskaffersbestuur; • Toepaslike wetgewing in plaaslike regering (bv. MSA, MFMA, PPPFA, ens. soos gewysig) en toepaslike nasionale tesourie- en ander toepaslike regulasies van nasionale/provinsiale regering; en • AKB-beleid en ondersteunende riglyne.	• Voer meer komplekse werk in 'n AKB-omgewing onafhanklik onder algemene toesig uit. Kan toesig hou oor junior personeel. • Ouditeer werk volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n eerste praktisyn of hoof; • Baie goeie (intermediêre vlak) begrip van vraagbeplanning, verkrygingsprosesse, tenderprosesse, logistiek en veskaffersbestuur; • Verstaan hoe die AKB-afdeling/-direktoraat se funksionele areas onderling verbind/afhanklik is. Kan oor alle AKB- funksionele gebiede integreer; • Lei, voer werk uit en beheer dit volgens voorgeskrewe norme en standaarde; • Goeie begrip van die implikasies en dan praktiese implementering en toepassing van hersiene/bygewerkte	• Voorsien deskundige AKB-raad en leiding en steun AKB-strategie; • Verantwoordelik vir bestuur van inligting volgens voorgeskrewe norme en standaarde; • Kan toesig hou oor en 'n span verantwoordelik vir AKB-inligting/-kennispunt bestuur; en • AKB-deskundige in vraagbeplanning, verkrygingsprosesse, tenderprosesse, logistiek en veskaffersbestuur. • Steun bestuur in die uitvoering van kernstrategieë vir die implementering van AKB-visie, -missie en -oogmerke met betrekking tot alle funksionele gebiede in die departement/direktoraat; • Steun AKB-bestuur om seker te maak OG se bevindinge word geïnterpreteer, in lyn met en in werking in die AKB-funksie;

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			prosesse wat in lyn gebring is met bevindinge van die Ouditeur-generaal; • Toepaslike wetgewing in plaaslike regering (bv. MSA, MFMA, PPPFA, ens. soos gewysig) en toepaslike nasionale tesourie- en ander toepaslike regulasies van nasionale/provinsiale regering; en • AKB-beleid en ondersteunende riglyne.	• Toepaslike wetgewing in plaaslike regering (bv. MSA, MFMA, PPPFA, ens. soos gewysig) en toepaslike nasionale tesourie- en ander toepaslike regulasies van nasionale/provinsiale regering; en • Aanbodkettingbestuursbeleid en ondersteunende riglyne.
ONDERVINDING	• 0-2 jaar toepaslike ondervinding nodig.	• 2-5 jaar toepaslike ondervinding nodig.	• 5-8 jaar toepaslike ondervinding oor AKB-prosesse insluitende 2 jaar ondervinding as toesighouer.	• 8 jaar of meer toepaslike ondervinding in alle aspekte van die toepaslike ondervinding in die toepaslike AKB-proses; en • Bestuur van AKB-inligting of het spesialisondervinding in 'n AKB-dissipline opgedoen.
KWALIFIKASIE	• 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n AKB/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n AKB/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n aanbodkettingbestuur/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office.	• 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n aanbodkettingbestuur/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Mondelinge kommunikasie	• Verduidelik situasies mondeling in die munisipaliteit oor basiese finansiële/AKB-sake; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2; en	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om komplekse konsepte op 'n verstaanbare en oortuigende manier te artikuleer.	• Verseker professionele interaksie en kommunikasie met kliënte.	• Beveel poste doeltreffend en op gepaste wyse mondeling aan in die munisipaliteit volgens die algemeen aanvaarde rekeningkundige/finansiële praktyk; • Gee leiding aan die span oor doelwitte en oogmerke van die funksie; en • Openbaar bevoegdheid om doeltreffend met kliënte te kommunikeer.	• Openbaar doeltreffende mondelinge voorleggingsvaardighede; • Artikuleer kommunikasie met belanghebbendes duidelik en bevestig die vereistes van die interaksie en verwagte uitkomste.	• Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme; • Dra/beveel finansiële sake doeltreffend en gepas mondeling oor/aan komplekse en sensitiewe sake in die munisipaliteit; en • Voltooi aanbiedings aan bestuur en kliënte.
2. Skriftelike kommunikasie Kommunikasie van komplekse inligting op 'n verstaanbare manier (taal en formaat) aan die spesifieke gehoor.	• Kommunikeer doeltreffend skriftelik op 'n manier wat minimale wysiging vereis; • Hou notules by vergaderings; • Berei elektroniese aanbiedings voor; • Berei duidelike en bondige dokumente/besprekingsdokum ente voor indien en wanneer nodig; en • Proeflees dokumente met groot aandag aan besonderhede.	• Openbaar bevoegdhede uit vlak 1; • Help met voorbereiding en hersiening van vooraf lees van opleidingsmateriaal, beleid en riglyne; • Kommunikasie met rolspelers oor hul rolle en verantwoordelikhede; • Goeie verslagopstellingsvaardighe de; en • Numeriese, alfabetiese en skriftelike akkuraatheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei dokumente voor ooreenkomstig goedgekeurde metodologie, formaat en standaarde; • Voldoende hersiening, ontleding en gehaltebeheer; • Rapporteer akkuraat terug oor goedgekeurde sjablone wat verslag doen van nodige aanmeldingsinligting oor finansiële prosesse; en • Eskaleer/kommunikeer duidelik met die volgende vlak en word opgedra en gesteun met geldige redenasie indien en wanneer nodig.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel verslagdoeningssjablone, proses en riglyne – mentorskap en leiding aan vorige vlakke; • Berei oorwoë skriftelike kommunikasie van hoë gehalte voor, insluitende korrespondensie en verslae aan komitees; en • Berei verslae aan komitees voor en/of hersien dit, maak seker dat duidelike kommunikasie met gepaste partye plaasvind.
3. Organisatoriese bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die	• Verstaan hoe finansiële prosesse in die munisipaliteit uitgevoer word; • Basiese kennis van die munisipaliteit; • Basiese kennis van finansiële bedryf; • Kennis van die munisipaliteit se prioriteite en doelwitte;	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures;	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaallikse planne in lyn met munisipaliteit se doelwitte en oogmerke;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die spesifieke doelwitte en prioriteite van die munisipaliteit en plaaslike regering; • Kennis van die munisipaliteit se funksionele direktorate/departemente

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diensleweringsoogmerke en -uitdagings te bereik.	• Werk binne die munisipaliteit se beleid en prosedures; • Pas sektorbeleid en -wetgewing toe in die onderneming van take; en • Bewus van die kwessies wat 'n impak het op dienslewering.	• Kennis en begrip van die munisipaliteit se funksionele direktorate; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan beleid en wetgewing van plaaslike regering; en • Dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan integrasie oor hierdie direktorate; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Dra inligting by tot hantering van die munisipaliteit se diensleweringsuitdagings.	en verstaan strategiese integrasie daaroor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.
4. Probleemoplossing Die vermoë om potensiële probleme te identifiseer, die probleme in samestellende dele op te breek, potensiële oplossings voort te bring, 'n opsie te kies en dit te implementeer.	• Hanteer duidelik gedefinieerde probleme wat taakspesifiek is en 'n lae impak en lae risiko het; • Pas 'n praktiese benadering tot probleemoplossing toe; • Pas stille kennis/ondervinding toe om vas te stel wat die beste oplossings moontlik is; en • Weet wanneer om probleme na toesighouer te verwys om opgelos te word.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer probleme ná gedefinieerde diagnostiese prosesse; • Identifiseer verskillende alternatiewe opsies en kies die mees gepaste oplossings; • Verstaan potensiële impak van probleme op eie werksomgewing; en • Kan probleme identifiseer wat nie alledaags is nie en sal na toesighouer verwys om opgelos te word.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Bring etlike oplossings/opsies en gebeurlikheidsplanne vir plaaslike probleme voort; • Betrek die gepaste persone om komplekse taakverwante probleme op te los; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede en die impak van oplossings; en • Is intuïtief, het 'n begrip van simptome en kan potensiële probleme diagnoseer voordat hulle opduik.
5. Beplanning en organisering Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.	• Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met	• Openbaar bevoegdhede uit vlak 1; • Beplan take daagliks/weekliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei take weekliks voor; • Prioritiseer take daagliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue	• Openbaar bevoegdhede uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en • Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.

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	gebruik van 'n mate van diskresie.			
FUNKSIONELE BEVOEGDHEDE				
1. Verkryging en tenders Hanteer die verkrygings- en tenderproses volgens bestaande wetgewing, norme en standaarde.	• Verkry goedere en dienste ooreenkomstig MFMA, AKB-regulasies en beleid; • Onderhou 'n databasis van goedgekeurde verkopers; • Rekonsilieer fisiese voorraad met rekeningkundige verslae; en • Kan die tenderproses volg volgens die AKB-beleid.	• Openbaar bevoegdhede uit vlak 1; • Voer 'n kapasiteits- en kredietwaardigheidskontrole op potensiële verkopers uit; • Ondersoek alternatiewe verkopers of produkte om koste, gehalte en leweringsverhoudings te verbeter; en • Betrokke by tenderprosesse insluitende die bestuur van tenderspesifikasies, BEC- en BAC-vereistes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hersien verkopersprestasie; • Hanteer verkrygingsgebeurlikhede; • Gee leiding aan alternatiewe verkopers of produkte om koste, gehalte en leweringsverhoudings te verbeter; • Verstaan 'waardeketting'-konsepte en die beginsels van verkryging 'net op tyd'; en • Bestuur 'n aantal tenders en beheer die tydraamwerke en prosesse wat daarmee gepaardgaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hersien en werk beleid by om in lyn te wees met heersende wetgewing, norme en standaarde en gemeenskapsdinamiek; • Berei standaarddokumente vir aanbiedings voor bodkomitees voor; • Reageer en doen verslag oor navrae van interne oudit en items op bestuursbriewe van die Ouditeur-generaal; en • Doen gehaltebeheer van die tenders ten opsigte van proses, stelsels en professionele gedrag van praktisyns.
2. Inligtingsbestuur Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.	• Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaaie en databasisse soos gepas; • Gaan data na wanneer dit ingevoer word vir ooglopende foute; • Formaliseer en verbeter sjablone; en • Bestuur die sentrale bewaringsplek en dokumente.	• Openbaar bevoegdhede uit vlak 1; • Voer data-ontleding uit in monitering en aanmelding van sjablone deur na te gaan vir onreëlmatighede wat 'n aanduiding is van ooglopende foute of kwellinge; en • Identifiseer kwellinge en verbeteringsgebiede waaraan aandag gegee moet word ten opsigte van monitering van data.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensieel beduidende risiko's ontleed en identifiseer van bekende bronne van risiko om die bestuur oor die identifikasie en verkleining daarvan bewus te maak; • Dokumenteer aanmeldingsinligting in vereiste formate en kategorieë om eerste praktisyn en bestuur te help met die ontleding en interpretering en van kwartaallikse risikotendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursagteware ingevoer is en onttrek akkurate verslae.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur, hersien en ontleed AKB-inligting en gevolgtrekkings; • Stel verslae saam en hersien dit en maak gevolgtrekkings op grond van resultate wat verkry is; en • Onderhou etlike elektroniese pakkette en stelsels wat vir AKB-bestuur nodig is
3. Taakbestuur	• Ken eie tyd doeltreffend toe om werk te voltooi;	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3; en

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Beplan, bestuur, monitor evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	• Benut beskikbare hulpbronne (individue, prosesse, departemente en instrumente) om werk doeltreffend te voltooi; • Kan take prioritiseer (identifiseer meer en minder kritieke aktiwiteite en take; pas prioriteite aan wanneer gepas); en • Bly gefokus op taak voorhande (gebruik tyd doeltreffend en voorkom dat ontoepaslike sake of afleidings inmeng met die voltooiing van werk).	• Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; • Bestuur etlike spanne; • Kan etlike hulpbronne prioritiseer om by mededingende spertye te bly; en • Monitor en beheer aktiwiteite deur 'n log van werk, produksie of onderhoud te hou.	• Identifiseer hulpbronne konsekwent vir 'n verskeidenheid take; • Voorsien leiding en instruksie terwyl daar gedelegeer word; en • Maak gebeurlikheidsplanne.	• Beplan vooruit om seker te maak dat nodige toerusting en/of materiaal in gepaste plekke is sodat eie en ander se werk doeltreffend gedoen kan word.
4. Projekbestuur Vermoë om eie take en ander se take te beplan, te koördineer en te beheer in die lewering, bedryf en onderhoud van infrastruktuur en ander take tot die vereiste spesifikasie en binne die begroting en rooster.	• Neem deel aan die ontwikkeling van 'n duidelike projekopdrag; • Berei 'n projekinisiasieprogram voor, koördineer en monitor dit; • Neem deel aan die toegewese take tot die ooreengekome standaarde (handel werk in die omvang van die opdrag af); • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Verseker nakoming van begrotingsvereistes.	• Openbaar bevoegdhede uit vlak 1; • Bestuur die insette van ondergeskikte personeel; • Stel die verkrygings-/tenderbeleid vir die projek vas; • Koördineer voorbereiding van projekdokumentasie; • Bestuur projekte volgens die ooreengekome standaarde; • Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Voltooi projek om seker te maak begroting is betyds bestee.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standaarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bewerkstellig ooreenstemming tussen vereistes en voorkeure, assesseer gebruikersbehoeftes en -opsies; • Stel projekopdrag, -oogmerke, -prioriteite, -beperkings, -aannames en -strategieë vas; • Finaliseer en keur projekdokumentasie goed; en • Bestuur etlike projekroosters.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur multidissiplinêre projekte en programme; • Bestuur die projekvereistes van uiters komplekse kapitaalbegrotingsgebaseerde projekte/programme; • Verseker kommunikasie met belanghebbendes; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Finaliseer projekkonsep en uitvoerbaarheid ten opsigte van vraagbeplanning; en • Bestuur, koördineer en integreer prosesse in die omvang-, tyd-, koste- en gehalteparameters van die projek.
5. Finansiële prosesbestuur	• Pas beleid en prosedures toe in finansiële prosesbestuur.	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Vermoë om 'n doeltreffende, ekonomiese en effektiewe AKB-funksie deur finansiële prosesse te steun.		• Hanteer die beheer van bates volgens beleid en prosedures; en • Hulp om bates te bestuur volgens beleid en prosedures.	• Implementeer finansie-/AKB-strategieë; • Implementeer finansiële/AKB-beleid en -stelsels; • Hanteer die beheer van bates volgens beleid en prosedures; • Berei veeljaar-AKB-inkomste- en -uitgawevoorspellings voor; • Ontwikkeling volhoubare strategieë om aandag te gee aan tekorte/risiko's; • Help om AKB- finansiële beleid en stelsels te ontwikkel en te implementeer; • Ontwikkel, implementeer en onderhou AKB- finansiële bestuursbeleid, -prosedures en -prosesse; en • Help om finansie-/AKB-strategieë te formuleer en te implementeer.	• Formuleer finansie-/AKB-strategieë; • Ontwikkel en implementeer AKB-/finansiële beleid en -stelsels; • Hou toesig oor die finansiële bestuursaspekte van die munisipaliteit insluitende uitgekontrakteerde diensverskaffers se toegevoegde finansiële waarde; • Ontwikkel volhoubare strategieë om aandag te gee aan tekorte/risiko's; • Steun die rekenpligtige beampte om toesig te hou oor AKB- finansiële bestuursaspekte van die munisipaliteit; en • Berei veeljaaruitgawevoorspellings voor.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteite funksioneer.

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2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk;	• Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; • Organiseer besprekings logies; • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
3. Diensleweringsoriënteri ng Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskaps-/diensverskaffers-/verkopersbehoeftes in sektorplanne; en • Bestuur gemeenskaps-/verkopersverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend oor diensleweringsake met belanghebbendes.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op take gefokus te bly, om energiek te	• Toon geesdrif om nuwe projekte te aanvaar; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly en motiveer ander om dieselfde te doen; en • Skep 'n aksiegeoriënteerde kultuur wat die werkeenheid steun om sy doelwitte te bereik.	• Openbaar bevoegdhede uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Openbaar dryfkrag om dinge beter te doen; en	• Openbaar bevoegdhede uit vlak 1 en 2; • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Skep 'n aksiegeoriënteerde kultuur wat die departement steun om sy doelwitte te bereik; • Hou superintendente aanspreeklik vir hul eenheid se prestasie en stel gepaste ingrypings in; en • Stel uitdagende doelwitte vir die bedryfseenheid.

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wees, te volhard en betroubaar te wees.		• Voltooi projekte suksesvol binne toegelate tyd en begrotingstaak.		
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkende faktore.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die breër organisatoriese omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Etiek en verantwoordingspligtigheid Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Gedra self volgens organisatoriese waardes; • Aanvaar verantwoordelikheid vir eie optrede. Erken eie foute en swakhede en soek hulp by ander indien self nie kan lewer nie; en • Behandel alle kollegas met gelyke respek.	• Openbaar bevoegdhede uit vlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en • Tree beslis op teen korrupte en oneerlike gedrag.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
Bestuur/leierskap				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
2. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander;	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente;

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verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Toon bedagsaamheid teenoor ander.	• Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat se doelwitte in oogmerke vir die eenheid te omskep en verkry verbintenis tot hierdie doelwitte van sy span; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemetings in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en

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				• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.

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BEVOEGDHEIDSRAAMWERK VIR PERSONEEL IN UNIFORM (insluitende verkeer, wetstoepassing en metropolisie)

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	• Verkeersbeampte in opleiding • Leerlingwetstoepassingsbeampte • Metropolisiekonstabel in opleiding	• Verkeersbeampte • Wetstoepassingsbeampte • Metropolisiekonstabel/-offisiere • Assistentareakoördineerder: Sekuriteitsbestuur	• Inspekteur – Verkeers-/ Wetstoepassing • Senior inspekteur – Verkeers-/ Wetstoepassing • Eerste inspekteur – Wetstoepassing • Sersant – Metropolisie • Areakoördineerder: Sekuriteitsbestuur	• Superintendent/senior superintendent – Metropolisie • Streekinspekteur – Wetstoepassing • Eerste/Hoofinspekteur – Verkeer • Hoofsuperintendent • Direkteur: Metropolisie • Adjunkhoofde • Assistenthoof • Hoof: Wetstoepassing • Hoof: Metropolisie • Hoof: Verkeer
KENNIS	• Verkry kennis van bedryfsuitvoering van pligte wat met verkeersbestuur/metropolisie/wetstoepassing verband hou.	• Bedryfsuitvoering van pligte in vasgestelde wetgewende riglyne en in nakoming van toepaslike wetgewing en prosedures wat op verkeer/metropolisie/wetstoepassing van toepassing is; en • Werk volgens vasgestelde prosedures en riglyne.	• Aanvaar beheer oor spesifieke bedryfsaktiwiteite en verwante aktiwiteite; • Het beperkte besluitnemingsverantwoordelikheid binne vasgestelde raamwerke;	• Implementeer beleid en prosedures en maak seker dat verordeninge, regulasies en misdaadvoorkoming toegepas word; • Bestuur etlike bedryfsgebiede; en

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			• Aanspreeklik vir ontwikkeling van personeel; en • Beheer van en toesig oor personeel.	• Verseker optimale gebruik en onderhoud van hulpbronne en toerusting en nakoming van prestasiebestuur-maatstawwe.
ONDERVINDING	• Geen ondervinding nodig.	• 2-5 jaar toepaslike ondervinding.	• 5-8 jaar toepaslike ondervinding nodig waarvan 2-3 jaar ondervinding as toesighouer moet wees.	• 8 jaar of meer toepaslike ondervinding nodig insluitende bewese ondervinding as toesighouer/bestuurder.
KWALIFIKASIE	• Graad 12; • Kode B-rybewys; • Geen kriminele rekord; en • Fisiese geskiktheid.	**Verkeersbeampte, Wetstoepassingsbeampte, en Metropolisiekonstabel/-offisiere vereis:** • Graad 12; • Basiese opleidingskwalifikasie behaal; • Kode EB-rybewys; • Geen kriminele rekord; en • Vuurwapenvaardigheid.	**Inspekteur verkeer, senior inspekteur verkeer en inspekteur/senior inspekteur/eerste inspekteur in wetstoepassing vereis:** • Graad 12; • Basiese opleidingskwalifikasie behaal; • Kode EB-rybewys; • Geen kriminele rekord; en • Vuurwapenvaardigheid. **Sersant metropolisie:** • Graad 12; • Kode B-rybewys; • Basiese opleidingskwalifikasie behaal; • Geen kriminele rekord; en • Vuurwapenvaardigheid.	**Superintendent metropolisie, eerste inspekteur verkeer, streekinspekteur wetstoepassing vereis:** • Graad 12; • Basiese opleidingskwalifikasie behaal; • Kode B-rybewys; • Geen kriminele rekord; • Vuurwapenvaardigheid; en • Kwalifikasie vereis = Nasionale Diploma. **Senior superintendent metropolisie, hoofinspekteur verkeer/hoofsuperintendent, direkteur: metropolisie, visehoofde, assistenthoof, hoof: wetstoepassing, hoof metropolisie en hoof verkeer vereis:** • Graad 12;

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				• Basiese opleidingskwalifikasie behaal; • Kode B-rybewys; • Geen kriminele rekord; • Vuurwapenvaardigheid; en • Kwalifikasie vereis = toepaslike graad of BTech-/ polisiëringsgraad.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Gemeenskaps- en klantefokus Vermoë om op die klant te fokus en diens van hoë gehalte te voorsien wat daarop ingestel is om in verskillende behoeftes te voorsien in die gemeenskappe wat bedien word.	Op opleiding om die bevoegdhede hier onder te bekom: • Bied 'n gepaste beeld aan die publiek en ander munisipaliteite; • Tree op in maniere wat daarop gemik is om 'n munisipaliteit te bou wat die gemeenskap weerspieël wat dit bedien; • Fokus in alle aktiwiteite op die klant; • Probeer klante se probleme so gou moontlik oplos; • Vra verskoning vir foute en stryk dit so gou moontlik uit en reageer vinnig op versoeke van klante; • Maak seker dat kante tevrede is met die diens wat hulle ontvang; • Verstaan klante se verwagtinge; • Hou klante op hoogte van vordering; en • Balanseer klante se behoeftes met munisipale behoeftes.	• Openbaar bevoegdhede uit vlak 1; • Bied 'n gepaste beeld aan die publiek en ander munisipaliteite; • Steun strategieë wat daarop gemik is om 'n munisipaliteit te bou wat die gemeenskap weerspieël wat dit bedien; • Vind in alle aktiwiteite aansluiting by die werklikheid van die klant; • Doen meer as sy plig om klante se probleme so gou moontlik op te los; • Assesseer foute wat gemaak is en stel dit so gou moontlik reg; • Reageer vinnig op versoeke van klante; • Bepaal klantetevredenheid met dienste wat aangebied word; • Bestuur klante se verwagtinge;	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer en tree op om die kwessies en behoeftes van verskillende groepe in die gemeenskap te hanteer; • Praat met mense in die gemeenskap en probeer die sosio-ekonomiese kwessies wat die gemeenskap raak, verstaan; • Identifiseer en bou verhoudings met invloedryke mense en groepe in die gemeenskap op; • Oorreed gemeenskapslede van die nodigheid om met die polisie en wetstoepassingsagentskappe saam te werk; • Het 'n aktiewe invloed op die manier wat verskillende etniese	• Openbaar bevoegdhede uit vlak 1 tot 3; • Fokus polisiëringsplanne, -oogmerke en -teikens op voldoening aan die behoeftes van die gemeenskap; • Maak seker daar word oor plaaslike oogmerke ooreengekom in samewerking met plaaslike statutêre en vrywillige agentskappe; • Verstaan die kompleksiteit en uitwerking van polisiëring van 'n verskeidenheid gemeenskappe; • Identifiseer duidelik en reageer op die oogpunte en behoeftes van

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		• Hou klante op hoogte van vordering; en • Balanseer klante se behoeftes met gemeenskaps- en munisipale behoeftes.	groepe die polisie en wetstoepassingsdienste beskou; • Moedig offisiers en personeel aan om oor die geskille wat hul plaaslike gebied beïnvloed, te leer; • Vind maniere om mense te help om die verskillende sienswyses in die gemeenskap te verstaan; • Maak seker mense verstaan dat die diens 'n deel van die gemeenskap is, eerder as dat dit daardeur beheer word; • Vind maniere vir verskillende groepe om hul mening te gee en moedig dit aan; • Spoor lede van die gemeenskap aan en help hulle om by die organisasie betrokke te raak; • Bevorder die belange van die munisipaliteit by buitestanders; • Maak verskillende weergawes van gebeure (geweld, onveilige dade, onwettige aktiwiteite) bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik oor die gebeure beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Kontroleer en bevestig inligting om seker te maak dat dit korrek is;	belanghebbendes en klante; • Is sensitief vir die behoeftes en belange van ander munisipaliteite wanneer met hulle saamgewerk word; • Maak seker dat die munisipaliteit aansluiting vind by mense van alle ouderdomme, agtergronde en oogpunte; • Stel strukture en prosesse op wat doeltreffende werkverhoudings met die media aanspoor; • Verduidelik aan belanghebbendes en die publiek waarom en hoe geld in die munisipaliteit bestee word; • Toon 'n oortuiging dat die munisipaliteit verantwoordelik is aan die plaaslike gemeenskap; • Hou plaaslike gemeenskappe ingelig van vordering ten opsigte van die voorsiening in hul behoeftes en hantering van hul kwellinge; • Balanseer maatskaplike en politieke behoeftes met finansiële beperkings; en • Monitor dienslewering om seker te maak dat in klante se behoeftes voorsien word.

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			• Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie; • Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om gemeenskapsverwante veiligheids- en sekuriteitsprobleme op te los; en • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	
2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.	• Identifiseer bronne van inligting en gebruik dit; • Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem; • Kan onderskei en toepaslike en belangrike inligting skei; • Neem inligting vinnig en akkuraat in; • Hersien al die inligting wat versamel is om die situasie te verstaan en logiese gevolgtrekkings te maak; • Identifiseer en koppel oorsake en gevolge; • Identifiseer wat verander kan word en wat nie; • Volg 'n sistematiese benadering tot oplossing van probleme; • Bly onpartydig en vorm nie oorhaastige oordele nie;	• Openbaar bevoegdhede uit vlak 1; • Volg 'n sistematiese benadering tot versameling van inligting; • Maak verskillende weergawes van gebeure bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwenthede in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag ongeag hoe gering; • Ontleed inligting versigtig om seker te maak dat dit nie verkeerd verstaan word nie;	• Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik 'n analitiese benadering om probleme op te los; • Daag onderliggende aannames uit om seker te maak dat inligting akkuraat is; • Versamel inligting en idees van buite tot voordeel van die munisipaliteit; • Volg 'n intelligensiegedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur probleme en die impak daarvan op die funksie en munisipaliteit; • Spoor inligting en feite oor komplekse sake op voor op gepaste optrede besluit word; en • Gee aandag aan uiters komplekse probleme wat na politieke/leierskapvlak geëskaleer is.

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	• Verwys na statute, prosedures en presedente, waar nodig, voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem.	• Maak seker dat besluite geneem word deur soveel betroubare inligting as moontlik te gebruik; • Assesseer en neem risiko in ag wanneer besluite geneem word; • Vind nuwe maniere om probleme op te los; en • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word.	• Identifiseer die hoofsake in komplekse probleme duidelik en fokus daarop; • Neem verskillende opsies in ag en oorweeg verskillende scenario's; • Bring verbeeldingryke antwoorde op komplekse probleme voort; • Neem gebalanseerde besluite wat seldsaam is in verhouding tot die probleem voorhande; • Lê goeie oordeel aan die dag, neem regverdige besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.	
3. Onderhandeling en beïnvloeding Vermoë om ander te oorreed en beïnvloed deur logika en redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.	• Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite; • Gebruik logika en redeneringsvermoë om ander te oorreed en te beïnvloed; en • Bied kragtige redenasies aan.	• Openbaar bevoegdhede uit vlak 1; • Hanteer besware deur probleme te erken en alternatiewe voor te stel; • Betrek mense met positiewe gesindhede om verbintenis van ander te kry; • Stel duidelike onderhandelingsmikpunte en uitkomste; • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is.	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer belangrike spelers in 'n situasie; • Kry algemene instemming by alle vlakke; • Ontwikkel logiese argumente, oortuig alle betrokkenes van die voordele; • Fokus op belangrike elemente van komplekse sake om ander van die beskouing te oortuig; en • Pas redenasies aan om die punte in te sluit wat die grootste invloed op die ander betrokke sake sal hê.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Assesseer die reaksie van kernspelers en pas redenasies dienooreenkomstig aan; • Skep 'n visie van die toekoms waarmee ander kan saamstem en wat hulle aantreklik vind; • Onderhandel oor suksesvolle uitkomstes met belanghebbendes, verkry hul steun om munisipale oogmerke te bereik; • Identifiseer die werklike magsbasis in ander munisipaliteite as 'n uitgangspunt vir onderhandeling; en

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				• Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.
4. Volharding Toon aanpasbaarheid, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.	• Handel selfversekerd met lede van die publiek, put uit eie vaardighede en ondervinding; • Is gemaklik daarmee om alleen te werk met 'n gepaste vlak van toesig en leiding; • Het 'n positiewe beskouing van situasie en konsentreer op wat bereik kan word; • Is bewus van persoonlike spanning en doen stappe om dit te beheer; • Aanvaar kritiek en lof; • Beheers emosies en raak nie emosioneel betrokke by geskille nie; • Lê geduld aan die dag wanneer klagtes gehanteer word; • Tree met selfvertroue op wanneer uitgedaag word; en • Sê 'nee' wanneer nodig.	• Openbaar bevoegdhede uit vlak 1; • Is betroubaar in 'n krisis, bly kalm en dink helder; • Los konflik op en hanteer vyandigheid en beledigings op 'n kalm en beheerste manier; • Reageer rasioneel op uitdagings en vermy ongepaste emosie; en • Hanteer moeilike emosionele kwessies, aktiveer hanteringsmeganismes (berading, spanningsverligtingsaktiwiteite, ens.) en gaan dan voort.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur strydende druk en spanning; • Handhaaf professionele etiek wanneer voor druk van ander te staan kom; • Hanteer dubbelsinnigheid en maak werk van onsekerheid en frustrasie; en • Weerstaan druk om vinnig besluite te neem wanneer goeie oorweging nodig is.	• Openbaar bevoegdhede uit vlak 1 en 3; • Bly gefokus en aan beheer van situasies; • Neem besluite en voer dit deur, al is dit ongewild, moeilik of kontroversieel; en • Staan vas by 'n posisie as dit reg is om dit te doen.
5. Kommunikasie Dra idees en inligting doeltreffend oor, verbaal sowel as skriftelik. Gebruik taal en 'n kommunikasiestyl wat gepas is vir die situasie en die mense wat toegespreek word, wat 'n gemeenskaplike begrip verseker.	• Maak seker dat alle skriftelike en mondelinge kommunikasie bondig en goed gestruktureer is; • Dra inligting oor op 'n gepaste styl wat met die situasie verband hou; • Gebruik gepaste taal en vermy die gebruik van vaktaal; • Maak seker dat kommunikasie 'n duidelike doel het; • Maak seker dat kommunikasie feitelik, akkuraat en betyds voorsien word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander sê;	• Openbaar bevoegdhede uit vlak 1; • Hanteer sake direk; • Dra behoeftes en instruksies duidelik oor; • Dra besluite en die redes daarvoor duidelik oor; • Kommunikeer persoonlik waar moontlik indien gepas; • Praat met gesag en selfvertroue; • Verander die styl van kommunikasie om aan die behoeftes van die gehoor te voldoen;	• Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker dat mense belangrike boodskappe kry en besluite akkuraat ontvang; • Lewer doeltreffende voorleggings voor 'n groot verskeidenheid gehore; • Gebruik gepaste visuele hulpmiddele en tegnieke om die boodskap oor te dra en begrip aan te help; • Hanteer sake doeltreffend selfs onder groot druk van die media;	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kommunikeer goed en rig boodskappe aan die teikengehoor (gemeenskap, politiek, senior/uitvoerende bestuur, SAPD, ens.) • Bestuur die kommunikasiestrategie en -struktuur; en • Hanteer die media doeltreffend (waar toepaslik).

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	• Gebruik korrekte spelling, punktuasie en taal; • Luister versigtig om te verstaan; en • Vra vrae om sake te verhelder.	• Bestuur groepbesprekings doeltreffend; • Som inligting op om 'n gemeenskaplike begrip te verseker; • Steun redenasies en aanbevelings doeltreffend skriftelik; • Stel goed gestruktureerde verslae en skriftelike opsommings op; en • Kan akkurate, duidelike getuienis in 'n geregshof gee.	• Oorweeg hoe verskillende gehore inligting sal interpreteer; • Kommunikeer op 'n manier wat vir almal verstaanbaar en betekenisvol is; • Kontroleer hoe doeltreffend kommunikasie vir die teikengehoor is; en • Gebruik elke geleentheid om belangrike boodskappe te versterk.	
6. Etiek en professionalisme Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	• Wakker vir potensiële belangebotsings en volg prosedures om konflik te hanteer; • Verstaan en volg munisipale beleid en wetgewing; • Verstaan beskikbare hulpbronne in munisipaliteit om etiese kwessies op te los; en • Kan betrokke risiko's in alternatiewe handelswyses identifiseer.	• Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste optrede aan by toesighoudende praktisyns.	• Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiële belangebotsings onder toepaslike professionele standaarde; • Identifiseer ander netelige sake en los dit met kliënte op; • Bevorder 'n kultuur van etiese gedrag; • Neem voorlopige besluite en doen aanbevelings oor moeilike etiese kwessies; • Beveel optrede aan gegrond op evaluering van toepaslike feite, kwessies en risiko's/ en • Beveel 'n aanbeveling aan en kan toon hoe daardie aanbeveling die gewenste oogmerke sal bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Los etiese, sake- en geskilbotsings behoorlik op; • Evalueer toepaslike feite, kwessies en risiko's; • Onderskei tussen verskillende opsies; en • Berei doeltreffende strategieë om gewenste oogmerke te bereik voor en voer dit uit terwyl toepaslike risiko's in ag geneem word.
FUNKSIONELE BEVOEGDHEDE				

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1. Patrollering, toepassing en noodreaksie Vermoë om veiligheids- en sekuriteitsprobleme te voorkom of daarop te reageer.	Op opleiding om die bevoegdhede hier onder te bekom: • Stel doeltreffende patrollies in om misdaad te voorkom; • Hanteer probleemareas wanneer nodig; • Reageer onverwyld en doeltreffend op oproepe; • Herken ongewone aktiwiteit en gryp op gepaste wyse in; • Verstaan geografiese verantwoordelikhede; • Verstaan beleid en regulasies wat voorpatrolliesake, voorberei vir en aanmelding vir diens raak, • Assesseer noodsituasies en vra hulp waar nodig; • Behou fisiese beheer oor individue soos nodig; • Kom dwangbeleid en wetgewing na; en • Volg inhegtenisnemingsprosedures en -protokolle volgens beleid en wetgewing.	• Openbaar bevoegdhede uit vlak 1; • Rig doeltreffende patrollies in om misdaad te voorkom; • Gee proaktief aandag aan sake in probleemareas wanneer nodig; • Reageer onverwyld en doeltreffend op oproepe; • Herken ongewone aktiwiteit en gryp op gepaste wyse in; • Verstaan geografiese en gemeenskapsgebaseerde verantwoordelikhede; • Verstaan beleid en regulasies wat voorpatrolliesake, voorberei vir en aanmelding vir diens raak, • Assesseer noodsituasies en vra hulp waar nodig; • Behou fisiese beheer oor individue soos nodig; • Kom dwangbeleid en wetgewing na; • Volg inhegtenisnemingsprosedures en -protokolle volgens beleid en wetgewing; • Inisieer selfgerigte aktiwiteit in die patroleergebied; • Kan kennis van plaaslike niekriminele statute en regulasies toepas om gemeenskapsveiligheidskwessies sover moontlik te verminder; • Beheer kritieke voorvalle met standaardwerkprosedures; • Openbaar goeie oordeel in spanningsvolle situasies; en	• Openbaar bevoegdhede uit vlak 1; • Koördineer etlike patrollie-aktiwiteite; • Beplan en koördineer patrollie-aktiwiteite vir spesiale geleenthede soos feeste en optogte; • Kan strategieë en prosedures ontwikkel om gemeenskapsteundienste te hanteer; en • Behou selfvertroue en selfbeheersing onder druk.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Verseker integrasie van aktiwiteite in verskillende departemente en sfere van die regering.

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		• Verseker veiligheid van ander wanneer dwang gebruik word.		
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËNTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	• Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander.	• Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikheid in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en munisipaliteit funksioneer.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte.	• Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; • Pas inhoud van kommunikasie aan by die gehoor; en • Gebruik terminologie wat gepas is vir die gehoor.	• Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangeposisies lees en op gepaste wyse reageer; • Dra sensitiewe of kontroversiële inligting doeltreffend oor; • Kommunikeer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.

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3. Diensleweringsoriëntering Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.	• Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye.	• Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes.	• Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	• Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomste-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd.	• Openbaar bevoegdhede uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.

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geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.				
2. Volharding Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Gereedheid vir verandering Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing.	• Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los.	• Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis	• Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen	• Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf;

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in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	• Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor).	kennis en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie.	• Bevorder beste praktyk.	• Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Spanoriëntering Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksionele gebiede; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
2. Rigtingbepaling Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenis tot die doelwitte te verkry.	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen.	• Openbaar bevoegdhede uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.

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3. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	• Deel kennis en inligting en ondervinding met eweknieë; • Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees.	• Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoeftes identifiseer.	• Openbaar bevoegdhede uit vlak 1 en 2; • Het sterk vakkennis; • Sien die behoefte vir en voorsien individue van riglyne en rigting oor hoe om nuwe of moeilike situasies te hanteer; • Kan gepaste opleidingsingrypings vir personeel identifiseer; en • Kan die onderliggende oorsake vir swak prestasie verstaan en die gepaste steun gee.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Lei deur voorbeeld; • Bestuur van prestasieleemtes van alle personeel aktief en identifisering van maniere om aktief daaraan aandag te gee, skep geleenthede deur rolle te vorm wat die beste by die behoeftes van individue pas; en • Voortdurend op die uitkyk vir opleidingsgeleenthede vir ondergeskiktes.
4. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; • Dwing respek by eweknieë en bestuurders af; en • Kan verskeie belanghebbendes betrek en oortuig.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; • Beïnvloed senior bestuur en uitvoerende gesag doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.

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BEVOEGDHEIDSRAAMWERK VIR WAARDEERDERS VIR MUNISIPALE WAARDERINGSDOELEINDES

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS **(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)**	Kandidaatwaardeerder (eiendomsomgewing): (assistent- munisipale waardeerder)	Kandidaatwaardeerder (waardering van alle soorte eiendom): (assistent- munisipale waardeerder)	Professionele waardeerder/professionele geassosieerde waardeerder: (Assistent- munisipale waardeerder/munisipale waardeerder) *Hierdie persone kan munisipale waardeerders genoem word en indien hulle hierdie titel het, is vaardighede uit vlak 4 van toepassing	Senior professionele waardeerder/senior professionele geassosieerde waardeerder. (Assistent- munisipale waardeerder/munisipale waardeerder)
KENNIS	Verstaan die konsep van markwaarde of "hoogste en beste gebruik" as 'n uitgangspunt wanneer 'n eiendom gewaardeer word; • Verstaan die teorie van vergelykbare verkope-ontleding; • Het kennis van elementele boukoste vir residensiële eiendomme; • Verstaan stadsbeplanningskonsepte soos sonering en afwykings, onderverdelings en konsoliderings; en • Basiese kennis van MS Excel, MS Word, Internet Explorer en GIS.	• Openbaar kennis uit 1; • Verstaan alle waarderingstegnieke; • Verstaan goedereg; • Grondwetlike verpligtinge; • Toepaslike wetgewing en presedentereg • Verstaan konsepte wat met die tydwaarde van geld verband hou; • Verstaan die konsepte van vergelykbare, oorblywende, koste en inkomstewaarderings; en • Toon 'n goeie kennis van elementele koste en residensiële waardes; • Evalueer watter waarderingsmetode gebruik moet word; en	• Openbaar kennis uit 1 en 2; • Verstaan basiese statistiese konsepte; • Verstaan rekenaargesteunde massabeoordelings- (RGMB) tegnieke; • Kennis van openbare bronne van inligting en hoe om die inligting te gebruik; en • Verstaan die fundamentele dataverhoudings van alle soorte eiendomme.	• Openbaar kennis uit 1 tot 3; • Openbaar sterk vakkennis; • Deskundige kennis op spesifieke gebiede; • Toon goeie kennis van kommersiële en nywerheidshuurgeld, kapitalisasiekoerse, beskikbaarheidsvlakke en bedryfskoste; en • Kan RGMB-tegnieke toepas.

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		• Verstaan basiese konsepte van 'n rekenaargesteunde massabeoordelingstelsel (RGMB).		
ONDERVINDING	• Tot 2 jaar toepaslike ondervinding nodig in 'n eiendomsomgewing.	• 2-5 jaar toepaslike ondervinding in eiendomswaardering nodig.	• 5-8 jaar toepaslike ondervinding oor alle eiendomswaarderinggebiede.	• 8 jaar of meer toepaslike ondervinding in alle aspekte van die toepaslike waarderingsfunksie.
KWALIFIKASIE*	• Graad 12; en • Geregistreer as 'n kandidaatwaardeerder kragtens die Wet op die Eiendomswaardeerders-professie (*studeer om minimum kwalifikasie te kry).	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie; en • Geregistreer as 'n kandidaatwaardeerder kragtens die Wet op die Eiendomswaardeerders-professie.	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie en • Geregistreer as 'n professionele waardeerder of professionele geassosieerde waardeerder kragtens die Wet op die Eiendomswaardeerders-professie. *registrasie as professionele geassosieerde waardeerder is moontlik onderworpe aan beperkings op grond van watter soorte eiendomme die persoon mag waardeer.	• 'n Toepaslike 3-jaar- tersiêre kwalifikasie; en • Geregistreer as 'n professionele waardeerder of professionele geassosieerde waardeerder kragtens die Wet op die Eiendomswaardeerdersprofessie.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	**1**	**2**	**3**	**4**
KERN- PROFESSIONELE BEVOEGDHEDE				
1. Skriftelike kommunikasie **Kommunikasie van komplekse inligting op 'n verstaanbare manier (taal en formaat) aan die spesifieke gehoor.**	• Kommunikeer doeltreffend skriftelik op 'n manier wat minimale wysiging vereis; • Hou notules by vergaderings; en • Berei duidelike en bondige sketse voor.	• Openbaar bevoegdhede uit vlak 1; • Help met voorbereiding en hersiening van opleidingsmateriaal, beleid en riglyne; • Kommunikasie met rolspelers oor hul rolle en verantwoordelikhede;	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei dokumente voor ooreenkomstig goedgekeurde formate en standaarde; • Voldoende hersiening, ontleding en gehaltebeheer; en • Eskaleer sake duidelik na volgende vlak wanneer nodig.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel verslagdoeningssjablone, proses en riglyne – mentorskap en leiding aan ondergeskiktes; • Berei oorwoë skriftelike kommunikasie van hoë gehalte voor insluitende korrespondensie en verslae; en

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		• Het goeie verslagopstellingsvaardighede; en • Toon numeriese, alfabetiese en skriftelike akkuraatheid.		• Bring elektroniese aanbiedings voort en bied dit aan.
2. Organisatoriese bewustheid **Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die diensleweringsoogmerke en -uitdagings te bereik.**	• Verstaan hoe die waarderingsproses in die munisipaliteit uitgevoer word; • Het basiese kennis van die munisipaliteit; • Het kennis van die munisipaliteit se prioriteite en doelwitte; • Werk binne die munisipaliteit se beleid en prosedures; en • Bewus van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Het dieptekennis van munisipaliteit se beleid en prosedures; • Kennis en begrip van die munisipaliteit se funksionele direktorate; • Verstaan prioriteite, doelwitte en kwessies van plaaslike regering; • Verstaan beleid en wetgewing van plaaslike regering en gedragskode; en • Het dieptekennis van die kwessies wat 'n impak het op dienslewering.	• Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se spesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaallikse planne in lyn met munisipaliteit se doelwitte en oogmerke; • Het kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan integrasie oor hierdie direktorate; • Het dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Pas sektorbeleid en -wetgewing toe in die onderneming van take.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Dra by tot die vorming van die spesifieke doelwitte en prioriteite van die munisipaliteit en plaaslike regering; • Het kennis van die munisipaliteit se funksionele direktorate/departemente en verstaan strategiese integrasie daaroor; en • Het dieptekennis van die munisipaliteit se uitdagings in die waarderings- en klassifiseringsomgewing.
3. Taakbestuur **Beplan, bestuur, monitor evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.**	• Ken eie tyd doeltreffend toe om werk te voltooi; • Benut beskikbare hulpbronne (individue, prosesse, departemente en instrumente) om werk doeltreffend te voltooi; • Kan take prioritiseer (identifiseer meer en minder kritieke aktiwiteite en take; pas prioriteite aan wanneer gepas); en • Bly gefokus op taak voorhande (gebruik tyd doeltreffend en	• Openbaar bevoegdhede uit vlak 1; • Koördineer eie en ander se roosters om botsings te voorkom; • Kontroleer gehalte van werk teen voorafbepaalde spesifikasies; • Maak seker dat vasgestelde prosedures om werktake te voltooi, gevolg word; en • Inisieer optrede om gehalteprobleme reg te stel of	• Openbaar bevoegdhede uit vlak 1 en 2; • Identifiseer hulpbronne konsekwent vir 'n verskeidenheid take; • Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor; • Voorsien leiding en instruksie terwyl daar gedelegeer word; • Monitor en beheer aktiwiteite deur 'n log van werk; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ken en vertrou op die deskundiges op verskillende gebiede wat aandag kan gee aan spesiale probleme en dit kan oplos; • Onderhou projekverslae (besprekingsdokumente, ouditspore); • Maak seker dat werk met 'n hoë prioriteit binne nodige tydlyne gedoen word;

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	voorkom dat ontoepaslike sake of afleidings inmeng met die voltooiing van werk).	stel ander van gehalteprobleme in kennis indien gepas.	• Bestuur en bring uitsette en uitkomstes doeltreffend voort.	• Wys take verantwoordelik toe in gepaste gebiede aan gepaste persone (met inagneming van positiewe en negatiewe impak en verbetering van die persoon se kennis/vaardighede); en • Dra die parameters van die gedelegeerde gesag duidelik oor, insluitende besluitnemingsgesag en enige nodige optrede, beperkings of spertye.
4. Dissiplinespesifieke vaardighede **Openbaar 'n bevredigende vlak van tegniese vaardigheid, ondervinding en kwalifikasies gepas vir die rol.**	• Onderneem roetinetake volgens instruksie; en • Is bewus van faktore wat 'n negatiewe impak op die voltooiing van 'n werk kan hê.	• Openbaar bevoegdhede uit vlak 1; • Verstaan die tegniese taal van die werk; • Verstaan die tegniese komponente van die werk en het 'n duidelike begrip van spesifieke beginsels; • Kan skematiese tekeninge en basiese ontwerpe lees; en • Verstaan die gebruik en aanwending van die volle omvang van toepaslike instrumente/toerusting;	• Openbaar bevoegdhede uit vlak 1 en 2; • Pas spesialiskennis op situasies toe om probleme op te los of oplossings te verbeter; • Openbaar goeie probleemoplossingsvaardighede en ontledingsvermoë; • Verseker kennisoordrag en opleiding en mentorskap van meer junior personeellede; en • Vermoë om taakspesifieke probleme te identifiseer en alle faktore te ontleed wat die oplossing beïnvloed.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar die vermoë om die funksie te lei, oor verskillende funksies, in die munisipaliteit; en • Sien gebeure, situasies en voorvalle vooruit wat 'n impak op die werksomgewing kan hê en tree regstellend op.
FUNKSIONELE BEVOEGDHEDE				
1. Samestelling van algemene aan aanvullende waardasielys, onderhoud van waardasielys	• Maak data bymekaar soos nodig; • Bepaal fisiese liggings vanaf kaarte, planne en tekeninge; • Voer fisiese inspeksies uit; • Help met inligtingsbestuur deur die bywerking van elektroniese databasisse, planne en verslae;	• Openbaar funksionele bevoegdhede uit 1; • Maak data bymekaar as 'n konstruktiewe uitdrukking van waarde; en • Onderneem residensiële sowel as basiese-inkomste- en kostewaarderings. •	• Openbaar funksionele bevoegdhede uit 1 en 2; • Keur markwaarderings wat deur ondergeskiktes uitgevoer is, goed; • Doen navorsing oor die toepassing van waarderingsmetodologieë en -prosedures;	• Openbaar funksionele bevoegdhede uit 1 tot 3; • Wys assistent- munisipale waardeerders en data-insamelaars aan en wys hulle toe om gepaste funksies uit te voer; • Ontwikkel, toets en implementeer gepaste metodes en benaderings

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	• Bepaal die markwaarde van eiendomme onder toesig, toepassing van die wetgewende voorskrifte; • Ontleed verkooptransaksies; en • Identifiseer eiendomme wat die onderwerp van aanvullende waarderings moet wees. • •	•	• Doen markontleding om die basis van waardering vas te stel; • Stel metodologieë vas vir waarderings van alle eiendomme; • Maak seker aanvullende waarderings en hersienings word gedoen en onderhou die waardasierol; en • Monitor en verseker nakoming van waarderingstandaarde en wetgewende voorskrifte. •	van waardering toe om op hoogte te bly van nuwe ontwikkelinge; • Ontwikkel, toets en implementeer gepaste metodes en benaderings van massawaarderingstegnieke, insluitende inligtingstegnologie; • Bestuur die samestelling van algemene en aanvullende waardasierolle en verseker tydige voltooiing ooreenkomstig wetgewer; • Maak seker dat die waardasierol akkuraat en volledig is; • Maak seker dat die kopiereg van waardasierolle en verwante data en dokumente in die munisipaliteit berus ooreenkomstig a85 van die Wet op Munisipale Eiendomsbelasting (WMEB); • Bestuur die ontwikkeling, implementering en bestuur van 'n omvattende, geïntegreerde en veilige massawaarderingsinligtingstelsel of enige ander waardasierolbestuurstelsel wat 'n koppelvlak het met die toepaslike interne munisipale stelsels; • Sertifiseer die waardasierol met die WMEB; en • Dien maandelikse verslae oor die algemene waardering van eiendomme by die munisipale bestuurder in soos nodig.
2. Bestuur van besware en appèlle	• Help met die bewaring van besware en appèlle; en	• Openbaar funksionele bevoegdhede uit 1;	• Openbaar funksionele bevoegdhede uit 2 tot 3; • Verseker korrektheid van die redes vir besluite wat geneem	• Openbaar funksionele bevoegdhede uit 2 tot 3; • Voorsien deskundige waarderingsraad aan die

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	• Help met die publisering van uitkomstes van besware en appèlle.	• Berei die redes voor vir die besluite wat oor aangetekende besware geneem word; en • Berei getuienis voor wat aan die appèlraad voorgelê moet word om waarderings te motiveer.	word oor appèlle wat aangeteken word; • Verseker korrektheid van getuienis wat aan die appèlraad voorgelê moet word om waarderings te motiveer; • Skakel en kommunikeer met die toepaslike belanghebbendes en kliënte oor besware en appèlle; • Verseker die korrektheid en volledigheid van besluite oor artikel 78-hersienings voor verwysing na die munisipale waardeerder; • Maak seker wysigings aan/byvoegings by die waardasierol word ooreenkomstig die wetgewende voorskrifte gedoen; en • Dien alle verpligte hersienings en appèlle by die appèlraad in soos nodig.	munisipaliteit en die appèlraad en in gedingvoeringsake; • Besluit oor besware en artikel 78-hersienings ooreenkomstig die bepalings van die WMEB; • Stel beswaardes en geaffekteerde partye in kennis van eie besluite en wysigings aan die waardasierol; en • Maak seker dat alle appèlraad- en hofbeslissings ooreenkomstig die WMEB geïmplementeer word.
3. Inligtingsbestuur **Die versameling en ontleding van data om 'n algemene of aanvullende waardasierol saam te stel**	• Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaaie en databasisse soos gepas; • Gaan data na wanneer dit ingevoer word vir ooglopende foute; en • Formaliseer en verbeter sjablone.	• Openbaar bevoegdhede uit vlak 1; • Voer data-ontleding uit in monitering en aanmelding van sjablone deur na te gaan vir onreëlmatighede wat 'n aanduiding is van ooglopende foute of kwellinge; • Identifiseer kwellinge en verbeteringsgebiede waaraan aandag gegee moet word ten opsigte van monitering van data; • Bestuur die sentrale bewaringsplek en dokumente;	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan potensieel beduidende risiko's ontleed en identifiseer van bekende bronne van risiko om die bestuur oor die identifikasie en verkleining daarvan bewus te maak; • Dokumenteer aanmeldingsinligting in vereiste formate en kategorieë om senior waardeerder en bestuur te help met die ontleding en interpretering en van	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur, hersien en ontleed inligting en kom tot gevolgtrekkings; • Stel verslae saam en hersien dit en maak gevolgtrekkings op grond van resultate wat verkry is; • Onderhou etlike elektroniese pakkette en stelsels wat vir waarderingsbestuur nodig is; • Verseker integrasie met die ontwikkelings- en stadsbeplanning en fakturering;

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		• Toon 'n vermoë om data in betekenisvolle inligting te omskep; • Maak seker dat data in die gepaste formaat vasgelê word; en • Toon deeglike begrip van die sagteware en vakgebied.	kwartaallikse risikotendense sowel as leemtes en duplikasies; • Gaan gehalte van data na wat in bestuursagteware ingevoer is en onttrek akkurate verslae; • Toon kreatiwiteit in die aanbieding van data om kliënteversoeke na te kom; • Openbaar die vermoë om komplekse probleme in hanteerbare dele op te breek en oplossings te identifiseer; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die stelsel; en • Ontleed en interpreteer data en bring strategiese verslae voort vir insluiting in uitvoerende prosesse.	• Ontwikkel bedryfreëls en -prosedures vir stelsels; • Ontleed sakebehoeftes en evalueer voortdurend die doeltreffendheid van inligtingstelsels om aan die sakebehoeftes te beantwoord; • Monitor tendense en ontwikkelings met betrekking tot inligtingstelsels en toon 'n vermoë om implikasies en gevolge vir die munisipaliteit in ag te neem; • Bly op hoogte van jongste ontwikkelings in die waarderingsmetodologieë en RGMB-toepassings; • Monitor prosesse en identifiseer potensiële tekortkominge van huidige stelsels/prosesse – doen aanbevelings om probleme te verlig; • Tree in interaksie oor munisipaliteite heen om beste praktyk en kritieke kennis te identifiseer en te deel; en • Skep 'n kultuur waar personeel bemagtig voel om kennis te soek en te deel.
4. Projekbestuur **Vermoë om eie take en ander se take te beplan, te koördineer en te beheer in die lewering, bedryf en onderhoud van infrastruktuur en ander take tot die vereiste spesifikasie**	• Neem deel aan die toegewese take tot die ooreengekome standaarde (sluit werk in die omvang van die opdrag in); en • Prioritiseer aktiwiteite doeltreffend seker te maak dat take volgens rooster voltooi word.	• Openbaar bevoegdhede uit vlak 1; • Bestuur die insette van ondergeskikte personeel; • Koördineer voorbereiding van projekdokumentasie; en • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word.	• Openbaar bevoegdhede uit vlak 1 en 2; • Berei 'n projekinisiasieprogram voor, koördineer en monitor dit; • Bestuur etlike projekte volgens ooreengekome standaarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Stel projekopdrag, -oogmerke,	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur multidissiplinêre projekte en programme; • Bestuur die projekvereistes van uiters komplekse kapitaalbegrotingsgebaseerde projekte/programme; • Verseker kommunikasie met belanghebbendes;

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en binne die begroting en rooster.			-prioriteite, -beperkings, -aanna mes en -strategieë vas; • Finaliseer en keur projekdokumentasie goed; • Verseker nakoming van begrotingsvereistes; • Stel die verkrygings-/ tenderbeleid vir die projek vas; en • Bestuur hulpbronne om projekoogmerke te bereik.	• Finaliseer projekkonsep en uitvoerbaarheid; • Bestuur, koördineer en integreer prosesse in die omvang-, tyd-, koste- en gehalteparameters van die projek; • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; en • Stel en bestuur diensvlakooreenkomste met eksterne diensverskaffers.
5. Finansiële bestuur **Toon 'n bewustheid van begrotingsbeperkings en werk verstandig binne finansiële perke.**	• Nie van toepassing nie.	• Nie van toepassing nie.	• Verstaan en evalueer finansiële implikasies van waarderingsvoorstelle; • Hou by aanbodkettingbestuursprosess e wanneer eksterne dienste verkry word; • Ontwikkel regstellende maatreëls/optrede om seker te maak dat begroting in lyn is met doeltreffende gebruik van finansiële hulpbronne; en • Interpreteer finansiële state.	• Openbaar bevoegdhede uit vlak 3; • Verstaan finansiële state en hul toepaslikheid op waarderings; en • Bring uitgawes in lyn met begrotings en kontantvloeivoorspellings.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENORIËNTERING				
1. Interpersoonlike verhoudings **Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.**	• Sluit goed by ander aan; • Inisieer kontak met ander mense; • Toon bedagsaamheid teenoor ander; • Luister doeltreffend en reageer gepas; en • Behandel mense met respek, waardigheid en op 'n professionele manier.	• Openbaar bevoegdhede uit vlak 1; • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; • Gee erkenning aan bydraes van ander; • Vind aansluiting by mense op alle vlakke van die organisasie;	• Openbaar bevoegdhede uit vlak 1 en 2; • Moedig insette van ander aan en neem dit in ag en oortuig ander van eie idees sonder om hul beskouing te onderdruk; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; en	• Openbaar bevoegdhede uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en • Oop vir nuwe en innoverende idees.

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		• Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; en • Kan eie opinies laat geld.	• Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes.	
2. Kommunikasie **Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.**	• Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Reageer op vrae met akkurate en volledige antwoorde; en • Luister goed en is ontvanklik.	• Openbaar bevoegdhede uit vlak 1; • Druk idees op 'n interessante en motiverende manier uit aan individue en groepe uit in formele sowel as informele situasies; en • Moedig deelname en onderlinge begrip aan.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kommunikeer met verskillende belanghebbendes sonder om die integriteit van die munisipaliteit prys te gee; • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word; • Dra boodskappe oor op 'n manier wat steun, verbintenis en instemming kry; • Kommunikeer doeltreffend met mense op alle vlakke in die munisipaliteit; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; en • Balanseer politieke oogpunte met organisatoriese behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel goed gedefinieerde kommunikasiestrategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehore oor te dra of met hulle in interaksie te tree; en • Het vermoë om situasies en belangeposisies te lees en om op gepaste wyse te reageer.
3. Dienslewerings-oriëntering **Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale**	• Toon verbintenis tot voortreflikheid; • Kom verbintenisse en beloftes ten opsigte van die onderneming van take na en hou by spertye; • Professioneel in interaksie met algemene publiek en belanghebbendes; en	• Openbaar bevoegdhede uit vlak 1; • Is daartoe verbind om met gemeenskappe in interaksie te tree oor alle aspekte van dienslewering; • Verstaan die nodigheid vir sosiopolitieke transformasie en	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan gemeenskapsbehoeftes en kan hul implikasies vir die munisipaliteit evalueer; • Bestuur gemeenskapsverwagtinge	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Identifiseer en ontleed geleenthede waar innoverende idees tot beter diens kan lei.

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prosesse om munisipale doelwitte te bereik.	• Voer take uit ooreenkomstig Batho Pele-beginsels; en die munisipaliteit se waardes.	kan hierdie filosofie insluit by uitvoering van eie pligte; en • Is bewus van die belangegroepe en ander belanghebbendes en kan met hulle in interaksie tree.	binne finansiële, tegniese en kapasiteitsbeperkings; • Praat doeltreffend met die media; • Verstaan gemeenskapsbehoeftes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se planne te integreer en • Vestig 'n samewerkende verhouding met die gemeenskap.	
4. Klantoriëntering en klantefokus **Verstaan die diensbehoeftes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.**	• Openbaar klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met kliënte op; en • Reageer betyds op kliëntebehoeftes.	• Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees.	• Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die kliëntediensverwagtinge te implementeer; en • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltediens te verseker.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar; • Evalueer klantebevredigingsgradering gereeld; en • Bepaal die klimaat en skep 'n kultuur om kliëntgefokusde uitkomstes te bereik.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering **Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en beloftes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak**	• Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Dryf om by spertye te bly; en • Stel die belange van die munisipaliteit eerste.	• Openbaar bevoegdhede uit vlak 1; • Jaag projekoogmerke meedoënloos na • Is selfgemotiveerd; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte;	• Openbaar bevoegdhede uit vlak 1 en 2; en • Maak seker lewering is volgens projek- of aksieplanne.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Voorsien leierskap deur 'n gunstige omgewing van selfbestuur te skep.

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gefokus te bly, energiek te wees, te volhard en betroubaar te wees.		• Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.		
2. Volharding **Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.**	• Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.	• Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; • Voer scenariobeplanning uit; en • Ontwikkel gebeurlikheidsplanne.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak; en • Voorspel risiko's proaktief en versag dit dienooreenkomstig.
3. Gereedheid vir verandering **Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om verandering wat deur ander aangedryf word, te aanvaar.**	• Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend.	• Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Staan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer.	• Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
4. Leeroriëntering **Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.**	• Toon gewilligheid om nuwe dinge te leer en kennis in te win.	• Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor); en • Neem aan gereelde eksterne aktiwiteite deel.	• Openbaar bevoegdhede uit vlak 1 en 2; en • Bly op hoogte van veranderinge in die sektor.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bly op hoogte van veranderinge en inisiatiewe in die sektor en soek na maniere om saam te werk en te integreer; en • Bevorder beste praktyk.
5. Kognitiewe vermoë	• Sterk aandag aan besonderhede; en	• Openbaar bevoegdhede uit vlak 1;	• Openbaar bevoegdhede uit vlak 1 en 2;	• Openbaar bevoegdhede uit vlak 1 tot 3;

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Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyndenke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	• Werk in 'n redelik gestruktureerde omgewing.	• Openbaar logiese, gevolgsgedrewe denke; • Ontwikkel nuwe maniere om probleme op te los; en • Openbaar sterk analitiese redeneringsvermoë.	• Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjiedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.	• Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Oorweeg alternatiewe; en • Dink oorspronklik.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed **Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.**	• Het positiewe impak en dra beeld van selfversekerde professioneel oor.	• Openbaar bevoegdhede uit vlak 1; • Motiveer ondergeskiktes om take uit te voer; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Oortuig bestuursbeamptes/ seniors van oogpunte of voorstelle met hulp van ander in gesag.	• Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; • Konfronteer en korrigeer ander taktvol wanneer nodig; • Word gevra om konflik en verskille op te los; • Toon karaktersterkte wat prestasie onder dwang en druk handhaaf; en • Openbaar kalmte tydens teëspoed.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Oorreed politieke hoofde om gevolge/uitkomstes van 'n projek te aanvaar en te implementeer; • Kry steun deur te kapitaliseer op begrip van politieke magte wat die organisasie beïnvloed; • Kan ongewilde besluite neem indien dit in die belang van die organisasie is; en • Gebruik 'n diep begrip van die interaksies in 'n groep om na 'n spesifieke agenda te beweeg.
2. Spanoriëntering **Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n**	• Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander.	• Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander.	• Openbaar bevoegdhede uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksionele grense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en

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gemeenskaplike doelwit te bereik.				• Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
3. Afrigting en mentorskap **Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesseer en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.**	• nvt	• Deel kennis en inligting met eweknieë en ondergeskiktes.	• Openbaar bevoegdhede uit vlak 2; • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde; • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; • Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer; • Vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee; • Stel uitdagende take wat individue se vermoëns en selfvertroue rek; • Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel.	• Openbaar bevoegdhede uit vlak 2 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskiktes en ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; en • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf.

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4. Strategiese vermoë/leierskap of rigtingbepaling **Bepaal en artikuleer die visie, gee rigting vir die organisasie en/of eenheid en inspireer ander om die organisatoriese mandaat uit te voer.**	• Het 'n duidelike sin van eie en spandoelwitte.	• Openbaar bevoegdhede uit vlak 1; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Soek wedersydse voordeel/uitkomstes waar beide kante wen vir alle betrokkenes; en • Kom statutêre vereistes na en pas beleid konsekwent toe.	• Openbaar bevoegdhede uit vlak 1 en 2; • Gee raad en leiding oor beleid; • Tree beslis op na assessering van take; • Lei en koördineer die omsetting van beleid in aksieplanne en konseptualiseer die langtermynuitwerking van die gewenste uitkomstes van projek; • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke; • Motiveer en rig projekspanne af om die hoogste projekresultate te bereik; • Inspireer personeel deur eie gedrag – lei deur voorbeeld; en • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor.	• Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor die bestuur van risiko's in etlike projekte deur totale hulpbronvereistes te ondersoek en impak van projekte op daaglikse aktiwiteite en breër organisatoriese doelwitte te assesseer; • Monitor beleidsimplementering en stel prosedures in om risiko's te bestuur; en • Stel strategiese oogmerke teen gespesifiseerde prestasiemaatreëls.

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BYLAE B
AANSOEKVORM OM WERK

1. Die doel van hierdie vorm is om 'n munisipaliteit te help om geskikte kandidate vir 'n geadverteerde pos te kies.
2. Hierdie vorm moet volledig, akkuraat en leesbaar ingevul word. Alle wesenlike inligting wat op 'n kandidaat van toepassing is, moet op hierdie vorm verskaf word. Enige bykomende inligting kan op die CV verskaf word.
3. Kandidate wat op die kortlys vir onderhoude is, kan gevra word om bykomende inligting te gee wat munisipaliteite sal help om werwing- en keuringsprosesse te bespoedig.
4. Alle inligting wat verstrek word, sal as streng vertroulik behandel word en sal nie vir enige ander doel gebruik word as om die geskiktheid van die aansoeker te assesseer nie.
5. Hierdie vorm is ontwerp om die munisipaliteit met die werwing, keuring en aanstelling van personeellede te help ingevolge die Wet op Plaaslike Regering: Munisipale Stelsels, 2000 (Wet No. 32 van 2000).

BESONDERHEDE VAN DIE GEADVERTEERDE POS (soos op die advertensie getoon)

Geadverteerde pos waarvoor aansoek gedoen word	
Verwysingsnommer	
Naam van die munisipaliteit	
Kennistydperk	

PERSOONLIKE BESONDERHEDE

Van					
Voorname					
ID- of paspoortnommer					
Geslag	Manlik		Vroulik		
Ras	Swart	Wit	Kleurling	Indiër	
Het u 'n gestremdheid?	Ja	Nee	Indien ja, spesifiseer		
Is u 'n Suid-Afrikaanse burger?	Ja	Nee	Indien nie, wat is u nasionaliteit?		
			Het u 'n geldige werkpermit?	Ja	Nee
Het u 'n professionele lidmaatskap by enige professionele liggaam?	Ja	Nee	Naam van professionele liggaam	Lidnommer	Vervaldatum

KONTAKBESONDERHEDE

Telefoonnommer tydens kantoorure	( )
Selfoonnommer	
Posadres	
	Kode:
E-posadres	
Verkose taal van kommunikasie	

KWALIFIKASIES (Brei asseblief uit op u CV.)

Hoogste opvoedkundige kwalifikasie verwerf		
Naam van die skool	Hoogste graad	Jaar verkry

Hoogste tersiêre kwalifikasie verwerf			
Naam van instelling	Naam van kwalifikasie	NQF-vlak	Jaar verkry

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WERKONDERVINDING (Brei asseblief uit op u CV.)						
Werkgewer (begin by die mees onlangse)	Pos beklee	Van		Tot		Rede waarom verlaat
		Maand	Jaar	Maand	Jaar	

DISSIPLINÊRE REKORD				
Is u in die afgelope tien (10) jaar weens wangedrag afgedank?	Ja		Nee	
Indien ja, naam van munisipaliteit/werkgewer				
Soort wangedrag/oortreding				
Datum van bedanking/afhandeling van dissiplinêre saak/afdanking				
Toekenning/sanksie				
Is u beskuldig van beweerde wangedrag en het u uit u werk bedank voor die afhandeling van die dissiplinêre saak?	Ja		Nee	

KRIMINELE REKORD				
Is u tydens die afgelope tien (10) jaar in 'n geregshof aan enige strafbare oortreding skuldig bevind?	Ja		Nee	
Indien ja, soort misdryf				
Datum van afhandeling van strafsaak				
Uitkoms/oordeel				

AANBEVELINGS (Brei asseblief uit op u CV.)				
Naam van referent	Verhouding	Tel (kantoorure)	Selfoonnommer	E-pos

VERKLARING	
Ek verklaar hiermee dat al die inligting wat op hierdie aansoek en enige aanhangsels wat ter stawing daarvan verskaf word, sover ek weet waar en korrek is. Ek verstaan dat enige wanvoorstelling of nalating om enige inligting bekend te maak, daartoe kan lei dat ek gediskwalifiseer word of dat my dienskontrak beëindig word, indien aangestel.	
Handtekening:	Datum:

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BYLAE C

VERTROULIKHEIDSVERKLARING DEUR LID VAN KEURINGSPANEEL

ONDERHOUDE VIR DIE GEADVERTEERDE POS VAN _____

DATUM: _____

Ek, _____ verklaar hiermee dat ek die bepalings van regulasie 25(5)*(c)* van die Plaaslike Regering: Munisipale Personeelregulasies gelees het.

Ek verklaar verder dat—

(a) ek geen persoonlike belang by enige van die kandidate het met wie ’n onderhoud gevoer is nie;
(b) ek hoegenaamd geen verhouding het met die kandidate met wie ’n onderhoud gevoer is nie;
(c) ek niks verskuldig is aan enige van die kandidate met wie ’n onderhoud gevoer is nie en omgekeerd;
(d) my deelname aan hierdie onderhoude op geen manier ’n belangebotsing veroorsaak nie;
(e) ek nie die aanstelling of bevordering van ’n gade, metgesel, familielid of kennis onbehoorlik sal beïnvloed of sal probeer beïnvloed nie;
(f) ek nie die uitkoms van hierdie onderhoude sal bespreek of enige kandidaat met wie ’n onderhoud gevoer is, in kennis sal stel van die uitkoms van hierdie onderhoude nie; en
(g) ek my daartoe verbind om al die gesprekke wat uit die onderhoudproses vloei, as streng vertroulik te behandel, en dat ek voor of ná die onderhoude geen inligting aan enige kandidaat of persoon wat nie van die keuringspaneel deel is, sal bekendmaak nie.

GETEKEN te _____ op hierdie dag _____ van _____20__.

_____
HANDTEKENING VAN PANEELLID

_____
HANDTEKENING VAN VOORSITTER

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BYLAE D
GRADERINGSBEREKENAAR VIR PRESTASIE-EVALUERING

Personeellid								
Munisipaliteit:								
Midjaar-/jaarlikse prestasie-evaluasie								
Graderingsberekenaar vir evaluasie								
Naam:								
Siklus:								
KRA	**Beswa-ring**	**Beoor-deling**	**Telling**		**CMC**	**Beswa-ring**	**Beoor-deling**	**Telling**
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			
7					7			
	100%		100%			100%		100%
SPG-gewigstoe-kenning			80%		CCR-gewigstoe-kenning			20%
SPG-TELLING			**80%**		**CCR-TELLING**			**20%**
FINALE TELLING								**100%**

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BYLAE E

KATEGORIEË VAN WANGEDRAG EN TYDPERKE WAT MOET VERBYGAAN VOOR IEMAND WEER DEUR ’N MUNISIPALITEIT IN DIENS GENEEM KAN WORD

Kolom A **ITEM**	Kolom B **KATEGORIE VAN WANGEDRAG**	Kolom C **TYDPERK (JAAR)**
1.	Finansiële wangedrag soos beoog in artikel 171 van die Wet op Plaaslike Regering: Munisipale Finansiële Bestuur; korrupsie of bedrog	10
2.	Wangedrag waarby elemente van oneerlikheid of nalatigheid betrokke is.	5
3.	*(a)* Aanranding met die opset om ernstige leed aan te doen waar ’n kriminele klag teen ’n personeellid gelê is en hy/sy skuldig bevind is	5
	(b) Seksuele teistering	5
4.	Samespanning of inwilliging met die invloed van enige raadslid om nie ’n verpligting ingevolge hierdie Wet, enige ander wetgewing of verordening of ’n besluit van die munisipale raad toe te pas nie, en wat skuldig bevind is aan ’n oortreding en veroordeel is om ’n boete te betaal of gevangenisstraf vir ’n tydperk van hoogstens een jaar uit te dien.	5
5.	Fasilitering of hulp aan ’n bewoner van ’n perseel in ’n munisipaliteit om ’n gemagtigde verteenwoordiger van die munisipaliteit of ’n diensverskaffer te alle redelike tye toegang tot die perseel te gee om enige meter of diensverbinding vir retikulasie te lees, inspekteer, installeer of te herstel, of om enige diens te diskonnekteer, te stop of die voorsiening daarvan te beperk.	5
6.	Skuldig bevind aan ’n oortreding en gevonnis tot meer as 12 maande gevangenisstraf sonder die keuse van ’n boete.	5
7.	*(a)* Het die posisie as ’n personeellid of vertroulike inligting vir eie gewin gebruik om ’n ander persoon onbehoorlik te bevoordeel.	5
	(b) Het enige geprivilegieerde of vertroulike inligting wat as ’n personeellid van ’n munisipaliteit verkry is, aan ongemagtigde persoon of persone bekend gemaak.	5
	(c) Het namens die munisipaliteit ’n besluit geneem oor ’n saak sodat die senior bestuurder se gade, metgesel of besigheidsgenoot direk bevoordeel word of ’n private sakebelang het.	
8.	Deel van of begunstig deur ’n kontrak vir die verskaffing van goedere en dienste aan enige munisipaliteit of enige munisipale entiteit wat deur ’n munisipaliteit geskep is.	5
9.	Direkte of indirekte versoek of aanvaarding van enige geskenk of guns wat die uitvoering van sy of haar funksies, pligte of oordeel kan beïnvloed.	5

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Kolom A **ITEM**	Kolom B **KATEGORIE VAN WANGEDRAG**	Kolom C **TYDPERK (JAAR)**
10.	Diskriminasie teen ander op grond van ras, geslag, gebrek, seksuele oriëntering of ander gronde wat deur die Grondwet verbied word.	5
11.	Breuk van die gedragskode vir munisipale personeel soos bevat in Skedule 2 van die Wet op Munisipale Finansiële Bestuur, buiten wangedrag waarna in item 1 tot 10 op hierdie tabel verwys word.	2

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BYLAE F

KATEGORIE A

Uitvoerende burgemeester	**Burgemeester**	**Adjunk-uitvoerende burgemeester/ adjunk-burgemeester**	**Speaker**	**Hoofsweep/ sweep**	**Steun van raadslede**	
					Lid van Uitvoerende Raad/ Burgemeesters-komitee/ Voorsitter van 'n subraad	**Partykantore**
Personeelhoof Administratiewe sekretaris/ assistent-administratiewe sekretaris Privaat sekretaris/ assistent-privaat sekretaris Spesiale raadgewer Gemeenskapskakelbeampte Ontvangspersoon Drywer	Hoof van die kantoor Administratiewe sekretaris Privaat sekretaris Spesiale raadgewer Gemeenskapskakelbeampte Ontvangspersoon Drywer	Hoof van die kantoor Administratiewe sekretaris Privaat sekretaris Drywer	Hoof van die kantoor van die Speaker Administratiewe sekretaris Openbare deelnames- en uitreikingskoördineerder Openbare beampte: Versoeke en verhore Wykskoördineerder Koördineerder: Gemeenskapsontwikkelingswerker Senior/ administratiewe beampte Ontvangspersoon Drywer	Steunbeampte Sekretaris	Bestuurder: Steun van raadslede	
					Uitvoerende steunbeampte volgens politieke ampsbekleërs (POB) Sekretaris volgens POB	Uitvoerende steunbeampte volgens POB Navorser volgens POB Sekretaris volgens POB
	Moontlike gedeelde hulpbronne: 1. Navorser en toespraakskrywer 2. Komiteesteun (administrasie)					

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KATEGORIE B

Uitvoerende burgemeester	**Burgemeester**	**Adjunk-uitvoerende burgemeester/ adjunk-burgemeester**	**Speaker**	**Hoofsweep/ sweep**	**Steun van raadslede**	
					Lid van Uitvoerende Raad/ Burgemeesters-komitee/ Voorsitter van 'n subkomitee	**Partykantore**
Personeelhoof Administratiewe sekretaris Privaat sekretaris Spesiale raadgewer Gemeenskapskakelbeampte Ontvangspersoon Drywer	Hoof van die kantoor Administratiewe sekretaris Privaat sekretaris Spesiale raadgewer Gemeenskapskakelbeampte Ontvangspersoon Drywer	Hoof van die kantoor Administratiewe sekretaris Privaat sekretaris Drywer	Hoof van die kantoor van die Speaker Administratiewe sekretaris Openbare deelnames- en uitreikingskoördineerder Openbare beampte: Versoeke en verhore Wykskoördineerder Koördineerder: Gemeenskapsontwikkelingswerker Senior/ administratiewe beampte Ontvangspersoneel Drywer	Steunbeampte Sekretaris	Bestuurder: Steun van raadslede	
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	Moontlike gedeelde hulpbronne: 1. Navorser en toespraakskrywer 2. Komiteesteun (administrasie)					

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KATEGORIE C

Uitvoerende burgemeester	**Burgemeester**	**Adjunk-uitvoerende burgemeester/ adjunk-burgemeester**	**Speaker**	**Hoofsweep/ sweep**	**Steun van raadslede**	
					Lid van Uitvoerende Raad/ Burgemeesters-komitee/ Voorsitter van 'n subkomitee	**Partykantore**
Personeelhoof Administratiewe sekretaris Privaat sekretaris Spesiale raadgewer Gemeenskapskakelbeampte Ontvangspersoon Drywer	Hoof van die kantoor Administratiewe sekretaris Privaat sekretaris Spesiale raadgewer Gemeenskapskakelbeampte Ontvangspersoon Drywer	Hoof van die kantoor Administratiewe sekretaris Privaat sekretaris Drywer	Hoof van die kantoor van die Speaker Administratiewe sekretaris Openbare deelnames- en uitreikingskoördineerder Openbare beampte: Versoeke en verhore Wykskoördineerder Koördineerder: Gemeenskaps ontwikkelingswerker Senior/ administratiewe beampte Ontvangspersoneel Drywer	Steunbeampte Sekretaris	Bestuurder: Steun van raadslede	
					Uitvoerende steunbeampte volgens POB Sekretaris volgens POB	Uitvoerende steunbeampte volgens POB Navorser volgens POB Sekretaris volgens POB
	Moontlike gedeelde hulpbronne: 1. Navorser en toespraakskrywer 2. Komiteesteun (administrasie)					

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DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

NO. 891 **20 September 2021**

LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO. 32 OF 2000)

LOCAL GOVERNMENT: GUIDELINES FOR THE IMPLEMENTATION OF THE MUNICIPAL STAFF REGULATIONS

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

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

SCHEDULE

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INTRODUCTION

These Guidelines must be read together with and implemented in line with the relevant Chapters of the Local Government: Municipal Staff Regulations. Any deviations from these Guidelines may be justified where sufficient reasons are provided for such deviation.

CHAPTER 1
STAFF ESTABLISHMENT, JOB DESCRIPTION, AND JOB EVALUATION

GUIDELINE 1A
DETERMINING STAFF ESTABLISHMENT

Reviewing of staff establishment

1. (1) The need to review the staff establishment of a municipality shall be driven by—

(a) the redetermination of boundaries of a municipality;

(b) the elections of a new council of a municipality;

(c) the adoption of a new five-year integrated development plan of a municipality; or

(d) any material changes to the powers and functions of a municipality.

(2) The municipal manager shall be responsible for driving and overseeing processes for review of the staff establishment.

(3) The municipal manager must ensure that the administration of the municipality is organised—

(a) according to the powers and functions of a municipality;

(b) in such a manner that the municipality—

(i) is responsive to the needs of the local communities;

(ii) facilitate a culture of public service and accountability amongst its staff;

(iii) is performance orientated and focused on the objects of local government; and

(iv) perform its functions with operationally effective and efficient administrative units and departments.

(4) Figure 1 below represents the steps of the review process.

Figure 1

Staff establishment review process

Conduct a diagnosis

2. (1) The diagnosis should firstly identify the need and intent of staff establishment review and must include an analysis of whether the municipality's service delivery model and staff establishment—

(a) support the municipality's mandate;

(b) support the powers and functions that assigns certain duties and responsibilities to local government to ensure service delivery within the relevant areas;

(c) support the defined categories in the Constitution and subsequently by the Turnaround Strategy approved by Government in 2009;

(d) are congruent with the regulatory framework;

(e) support national and provincial priorities; and

(d) support the municipality's integrated development plan and Service Delivery and Budget Implementation Plan (SDBIP).

(2) The diagnosis should furthermore—

(a) assess the environment and identify threats and opportunities;
(b) identify strengths and weaknesses of the existing staff establishment;
(c) provide a business case 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.

(3) Once the need for review has been approved by the municipal manager, the next process steps may be embarked upon.

(4) Table 1 below must be used as a due diligence to guide the staff establishment.

Table 1

Focus areas for staff establishment review

No.	Question / Considerations	Actions
Before embarking on the review of the staff establishment		
1	Have you unpacked the intent behind reorganising or redesigning your staff establishment?	• Confirm the main purpose and intent of the reorganisation or redesign. • Pause to think through the solution.
2	Do you understand what value is created and how to enhance it within your municipality?	• Be clear of where value is created. • Be realistic of goals and aware of unintended consequences of the reorganisation or redesign and value creation
3	Do you have a clearly articulated strategy in line with the municipality's integrated development plan?	• Ensure that a simple and clear strategy is articulated for the reorganisation or redesign of the municipality' administration. • Use factual information to drive insight into issues and fact based solutions.
Designing the new staff establishment		
4	How ambitious do you want to be and how far do you wish to go with the reorganisation or redesign?	• Establish upfront how much change the municipality has to take, or can take. • Balance the intent with the strategic need to change.
5	Do you have clarity on the scope, approach, tools and pace of the project?	• Agree on the approach and pace that suits the municipality. • Ensure leadership and labour buy-in before commencement of the process.
6	How will you know if your reorganisation or design is the right one?	• Ensure that the reorganisation or redesign is a combination of a mix of good practice qualitative analysis of data and facilitated sessions with key stakeholders. • Test and design against organisational scenarios
Putting in place the new staff establishment		
7	Is the municipality ready for potential shifts and disruptions?	• Recognise the need for cautiously managing the transition. • Proactively engage staff to prepare them for the imminent change.

No.	Question / Considerations	Actions
8	Have you learned from previous experiences to implement organisational change?	• Maintain the design integrity through the practical realities and conflicting priorities. • Recognise that changing the structure for seamless service delivery is more than changing reporting lines
9	How are you going to balance collective accountability, maintain momentum and maintain integrity of the reorganisation or redesign?	• Advanced planning is important to keep continued energy and commitment.
10	Do you have a team of leaders (senior managers) with the capability, energy, and enthusiasm to lead the design and embed the results?	• Identify a clear champion with the power to act and for the staff to follow. • Bear in mind that leading within a municipal setting takes capability and willingness to stay the change. • Ensure that your leaders (senior managers) are equipped to drive the change.

Review and align to the organisational design principles

3. (1) The organisational design principles must guide the design of the service delivery model, functional operating model and staff establishment.

(2) The objective of the design principles is to—

(a) guide the design of what the municipality must accomplish;

(b) assist the municipality to focus current state assessment efforts by understanding the issues or priorities that are important in achieving the mandate of the municipality;

(c) use as a checklist to determine if the future-state was designed as expected;

(d) guide the municipal manager and the design team to have the right conversations and make the right decisions; and

(e) set out boundaries for design and defines what the future organisation is and what it is not.

Table 2 below contains organisational design principles to guide the municipality's decision-making around organisational design choices

Table 2

Organisational design principles

1	**Design Principle 1: Sustainable and financially viable municipalities**	
	Sub-Design Principles	**Potential Implications**
1.1	A municipality must be designed as fully autonomous and independent organisations, with revenue generating capabilities where applicable.	Ensure that there are revenue generating capabilities, where applicable.
1.2	The design should be practical to implement when the staff establishment of a municipality is being reviewed.	Design should be achievable and allow for operational continuity during the review of the staff establishment.
1.3	The design of the municipality should not be a "wish" list but should rather contain the key functions of the municipality.	Include the powers and functions for a specific category of municipality and cater for the municipality's IDPs.
1.4	The structural designs should be affordable to a municipality by ensuring that there is no bloating through the inclusion of unnecessary roles.	Design for the category of the municipality and what is achievable and realistic.
1.5	Define criteria of core and support functions and indicate associated ratios.	Ensure a larger ratio goes into core functions as opposed to the support functions, thereby enabling effective service delivery.
1.6	Design for a high level of standardisation, quality and consistency across the different municipal categories to enable effective service delivery.	Ensure logical clustering of functions to also enable economies of scale.
2	**Design Principle 2: Adherence to the legislations, regulations and guidelines**	
	Sub-Design Principles	**Potential Implications**
2.1	Powers and functions for the Category A, B and C Municipalities should be in line with the municipal regulations on staff establishments.	Design to ensure that there are no discrepancies and contradictions.

2.2	The design should not duplicate legislated functions that are provided by other spheres of government.	Do not deviate from legislative powers and functions when designing unless there is a compelling reason requiring exceptions to be considered, where applicable.
2.3	The staff establishment of each category of municipality should cater for the integrated development planning (IDP) processes.	Design functional structures capable of adapting to the integrated development planning (IDP) processes and outcomes, where applicable.
2.4	The design should take into consideration the population numbers for service delivery.	Design must be representative of geographical and rural dynamics, where applicable.
2.5	Design must take into consideration any deviations from legislated powers and functions.	Powers and functions must be properly encapsulated in the capabilities of the municipality which will form part of the service delivery model.
3	**Design Principle 3: Maximise the effectiveness of service delivery**	
	Sub-Design Principles	**Potential Implications**
3.1	Concentrate design on core, value-adding services to the community	Design must promote a larger component for core services and leaner component for support services.
3.2	Service delivery must be closest to the community the municipality serves.	Remove any potential bottlenecks in the staff establishment structuring to enable effective and efficient decision-making processes.
4	**Design Principle 4: Flexible and scalable for future changes**	
	Sub-Design Principles	**Potential Implications**
4.1	The design should be flexible to cater for changes in service delivery requirements.	Functions can be included or removed without causing disruptions to service delivery continuity.
4.2	Specialised and professional support services responsible for policy formulation and provision of professional services should be centralised.	Specialised and professional support services will be centralised, where applicable.
4.3	Transactional support services should be centralised to achieve maximum economies of scale, high level of standardisation, quality and consistency.	Centrally located support activities per function, where applicable.
5	**Design Principle 5: Optimal and productive municipalities**	
	Sub-Design Principles	**Potential Implications**

5.1	The number of layers within a similar category municipality should not exceed 7 layers, where applicable.	A municipality should have no more than 7 layers from the highest to the lowest level of the organisation, where applicable.
5.2	The naming conventions of the functional units must be logical, standardised and streamlined to ensure uniformity across the municipal staff establishment.	A well-defined hierarchy will enable appropriate oversight, classification of skills and control of the quality and uniformity of performance.
5.3	Decision-making responsibility should be placed as far down in the organisation as appropriate.	A clearly defined authority matrix should be in place to facilitate decision-making in the implementation phase.
5.4	Responsibilities must be consistently defined across the municipality for roles of a similar nature and purpose.	A position in different functional areas in the same category municipality will have a similar job specification even though the scope or focus may differ.
5.5	Span of control drives effectiveness and efficiency but is dependent on unique circumstances	Ratio determination must ensure balanced oversight. Consider situations where roles have more technical requirements resulting in the spans of control being lower. Spans of control of 1:1 or 1:2 must be avoided, wherever possible.

Review and align to the service delivery model and functional operating model

4. (1) The main objective of the review is to ensure that it reflects the municipality's mandate and meets its obligations to its community.

(2) The review must be guided by the need to promote—

(a) effectiveness, to enable the municipality to deliver on its mandate and the needs of its stakeholders in an integrated way;

(b) efficiency, to enable the municipality's services to be delivered in a cost effective manner; and

(c) empowerment, to ensure that the municipality is able to develop and deploy the required capabilities of the municipality effectively.

(3) In performing the review of the service delivery and functional operating model the municipality should—

(a) analyse how communities and service recipients are segmented into categories such as geographic areas, demographic groups, and socio-economic groups, where segmentation is guided by an understanding of community's needs and expectations;

(b) consider impact of technology, outsourcing, in-sourcing, public-private partnerships, network relationships, and one-stop services like multi-purpose community centres on the service delivery and functional operating model

(c) determine which services should be centralised or delivered through a decentralised structure; and

(d) use the service delivery model prototype aligned to the municipal category to—

(i.) confirm that the capabilities identified in the service delivery model reflects the municipal mandate;

(ii.) identify the changes to the municipal category service delivery model prototype to be incorporated into the functional operating model review;

(iii.) select the relevant functional operating model prototype that demonstrates how capabilities in the service delivery model are mapped and operationalised;

(iv.) translate changes into the functional operating model;

(v.) weigh in on the advantages and disadvantages of new proposals including a thorough evaluation of the risks and opportunities that each option presents;

(vi.) engage and agree on the functional operating model with the relevant stakeholders according to a predetermined governance process to ensure adherence to design principles and mandate; and

(vii.) adhere and comply with approval processes.

Figure 2

An example of the service delivery model translated into a functional operating model

Adopt Organisational Design Metrics

5. (1) Organisation design metrics (refer to Table 3 below) must be applied to the prototype staff establishments with the purpose to assist with designing efficient structures.

(2) Organisation design metrics act as a guideline and should be applied within reasonable parameters of deviation.

(3) Employee ratio refers to the number of employees performing core versus support functions—

(a) support functions are internally focused and therefore do not provide direct services to the community;

(b) core functions deliver services to the community as per the powers and functions of the municipality; and

(c) the ratio is based on actual headcount and not number of roles.

(4) Structural layer refers to the number of reporting layers that exist within a municipality, i.e. the deepest reporting layer from the front-line municipal worker to the municipal manager—

(a) deep structures with a high number of reporting layers, greater than six (6), tend to have slower decision-making processes and are more costly;

(b) shallower, flat structures of less than five (5) layers tend to be agile and effective, however will require greater co-ordination, particularly where the function is not a mature capability; and

(c) depending on the size of the municipality, the layers in a municipality should not exceed seven (7) structural layers.

(5) Structural shape refers to the profile of employees based on the occupational categories, i.e. strategic, managerial / specialist and operational categories to indicate the type or level of talent within the organisation—

(a) the strategic occupation category refers to the positions of the municipal manager and the direct reports;

(b) the managerial/specialist occupational category refers to the positions of the divisional manager, manager, supervisor, professionally qualified and experienced specialist, skilled technical and academically qualified;

(c) the operational occupational category refers to the semi-skilled and unskilled positions such as operators, general workers and administrators;

(6) Span of control is the number of team members reporting directly to an individual manager. The prototype provides a number of anticipated direct reports but it will differ across municipalities based on the drivers of the organisation structure—

(a) the span of control metrics (refer to Table 3 below) must not be utilised to determine headcount for the municipal staff establishment.

(b) in determining the spans of control, a municipality must consider the—

(i.) impact of decision making processes for effective delivery;

(ii.) costs of the proposed staff establishments on the municipality;

(iii.) degree of oversight required, with higher risk functions requiring greater supervision.

(7) The table below sets out the organisation design metrics for different municipal categories:

Table 3

Organisation design metrics for local government: guidelines

Dimension	Category A	Category B	Category C
Employee ratio	Core to support employee ratio of 80:20		
Structural layers	• Six to Seven (6-7) layers	• Five to Seven (5-7) layers	• Five to Six (5-6) layers
Structural shape	• Strategic: 0.2 - 1% • Managerial/ Specialist: 1 - 20% • Operational: 80 - 90%	• Strategic: 1% • Managerial/ Specialist: 1% - 15% • Operational: 85% - 95%	• Strategic: 1% • Managerial: 5% - 15% • Specialist: 30% - 55% • Operational: 15% - 30%
Span of control	• Municipal Manager: 7 - 8 • Directors: 6 - 7 • Divisional Managers: 5 – 6 • Managers: 5 – 6 • Supervisors: 9 – 15	• Municipal Manager: 6 - 8 • Directors: 5 - 7 • Divisional Managers: 5 – 6 • Managers: 5 – 6 • Supervisors: 9 – 15	• Municipal Manager: 6 - 8 • Directors: 5 - 6 • Divisional Managers: 4 – 5 • Managers: 4 – 5 • Supervisors: 9 – 12

Application of organisation design principles and metrics on the review of staff establishments

6. (1) The main aim of the staff establishment review is to have an effective and efficient structure that aligns to the service delivery mandate of the municipality.

(2) Review the municipal staff establishment using the above organisational design metrics (refer to Table 3).

(3) Design the municipal staff establishment by following the applicable structure prototype for the municipal category. The review must consider—

(a) identify the jobs and reporting lines and map alignment to the capabilities and functions in the functional operating model;

(b) apply a top-down approach to anchor the macro level or management jobs (the top-down approach uses the municipal mandate and strategy to identify the work required to achieve service delivery objectives and breaks it down into its component parts to define the municipal staff establishment);

(c) each job in the macro structure or management layer assumes that sufficient capacity will exist in the micro-structures to justify these jobs;

(d) apply a bottom up approach starting with the operational jobs or micro level and understand the impact of transactional volumes on headcount and configuration of the management layer (the bottom-up approach examines how work sub-processes and processes can be clustered into appropriate groupings to define the municipals staff establishment and roles);

(e) should insufficient micro-structure headcount exists to justify a macro-structure job, this job should be merged or incorporated with another job to justify a full-time equivalent role; and

(f) conduct an additional capacity modelling exercise using process information if required as described in section 8.

(4) The following principles guide the process of structure design—

(a) be cognisant of the reporting layers of the design to ensure that the complete structure does not exceed seven (7) layers as per the recommended metrics;

(b) allocate roles to relevant functions illustrating reporting lines;

(c) apply the recommended span of control metrics for each layer in the structure design; and

(d) consider the recommended structural shape metrics for the type of municipal category in the design of the structure.

(5) Deviations from the structural prototypes must be an exception and approved prior application.

Review of key processes

7. (1) Identify and review the key processes that underpin each of the services in the service delivery model.

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

Table 2

Focus areas for process review

	Focus Area	Questions to Answer
1	Bottlenecks	• Are there points in the process slowed by redundant or unnecessary steps, lack of capacity or other factors? • Are there any activities that are need to take place but not happening due to possible blockages?
2	Weak links	• Are steps inhibited by inadequate training or equipment that needs to be repaired or 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	• Are there steps that do not add value to the output of the process and could be eliminated? (A good question to ask is

	Focus Area	Questions to Answer
		whether a customer would pay to have this step completed.) • Are there too many people 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 people)?
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 or 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 another/ others.)
11	Undefined roles	• Are roles undefined, leading to confusion about who does what?
12	Work and inspection	• Is the actual work and the inspection thereof separate activities in the process?
13	Transportation	• Is there incorrect movement of goods and services between locations resulting in re-transportation to the correct destination?
14	Inventory	• Is there storage of materials and goods in excess of immediate requirements?

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

(4) Table 3 below give an illustration of an example of a RACI template:

Table 3

RACI TEMPLATE

	Job Title	Job Title	Job Title	Job Title	Job Title	Job Title	Job Title	Job Title
	List all stakeholders in the columns above who may be involved in the process							
Process Steps								
List the process steps and activities								

Legend
R = Responsible (Person who executes the activity)
A = Accountable (Person that has decision making authority)
C = Consult (Person that is consulted prior to the activity being executed)
I = Inform (Person who is informed of the executed activity)

Directions:
Populate the template by indicating in the relevant column which person may be **R**esponsible, **A**ccountable, **C**onsulted, **I**nformed for each process step and activity.

Example of how to populate the RACI Template

Process	*Municipal Manager*	*Chief Financial Officer*	*Heads of Department*	*Council*
Develop the municipal budget	*A*	*R*	*C*	*I*

(5) Work study methods and procedures may be applied to determine with accuracy the number of headcount required to perform a particular service.

(6) The processes contemplated above may require the use of various tools to calculate the time it takes to start and complete a particular tasks, including methods for carrying out such tasks. This will in turn assist the municipality to determine the number of staff members required for each job in the structure.

(7) Some of the factors that influence capacity planning are—

(a) the nature of the functions allocated to the municipality;

(b) the types and extent of services rendered by the municipality;

(c) the labour intensity of operations or the extent of mechanisation; and

(d) the extent of outsourcing.

Implementation plan to support the change

8. (1) The main objective of the implementation plan is to provide the municipality with a framework to effectively implement the review of the municipal staff establishment.

(2) In planning the implementation of the reviewed staff establishment, the municipality must—

(a) align with the implementation governance mechanisms;

(b) determine mechanisms to maximise support for change while minimising resistance to change—

(i.) align the intent to change with municipal leadership;

(ii.) articulate the case for change, including the reasons for the change, how it will benefit the municipality and staff, in particular, and the community in general;

(iii.) establish a stakeholder engagement and communication approach;

(iv.) identify the change impacts to determine the how the municipality should respond;

(v.) determine the degree of change to a job using the principles as contained in table 4 below;

Table 4

Principles guiding the degree of change to a job

Type of Change	Description and Guidelines
Materially change	Involves substantial changes, which may include: • Change to the number of subordinates reporting into the person; • Increased accountability, which entails the overall oversight of an activity or activities; • Increased responsibility to undertake the function; • Impact and changes that relate to the physical location and travel requirements for that job; or • Change in the level.
Change to a limited or non-material degree	Minor changes on undertaking the job that the person can easily be trained on, such as technology changes, etc.
Abolished	There is no longer a need for this job in the new staff establishment so it ceases to exist and subsequently becomes redundant.
Not affected by the changes	Nothing changes from how the job was previously executed as per the old job description.

(c) plan the sequencing of the staff establishment implementation;

(d) prepare a budget for the staff establishment and obtain approval;

(e) develop and plan the workforce transition approach;

(f) plan the capability transfer roll-out; and

(g) make provision for a post implementation plan including a benefits tracking process.

Overall guiding principles for review of staff establishment

9. (1) In reviewing the staff establishment of the municipality, the municipal manager should look for opportunities to—

(a) remove redundant management layers and, where necessary, increase span of control;

(b) create posts that explicitly define and streamline roles and responsibilities;

(c) reduce duplication of services or activities, especially administrative support functions;

(d) defer ad hoc requests for creation of posts, unless appealing reasons exist;

(e) eliminate non-value added or waste activities;

(f) introduce technology-driven enablers (e.g. virtual meetings and social networks to decrease spending, accelerate decision-making and enable a wider span of control); and

(g) improve the way the municipality operates across functions and business units.

Overall due-diligence for reviewing the staff establishment

10. (1) Table 5 below may be used as a due-diligence to guide the staff establishment review process:

Table 5

Focus areas for process review

No.	Question / Considerations	Actions
Before embarking on the review of the staff establishment		
1	Have you unpacked the intent behind reorganising or redesigning your municipality?	• Confirm the main purpose and intent of the reorganisation or redesign. • Pause to think through the solution.
2	Do you understand what value is created and how to enhance it within your municipality?	• Be clear of where value is created. • Be realistic of goals and aware of unintended consequences of the reorganisation or redesign and value creation
3	Do you have a clearly articulated strategy in line with the municipality's integrated development plan?	• Ensure that a simple and clear strategy is articulated for the reorganisation or redesign of the municipality' administration. • Use factual information to drive insight into issues and fact based solutions.
Designing the new staff establishment		
4	How ambitious do you want to be and how far do you wish to go with the reorganisation or redesign?	• Establish upfront how much change the municipality has to take, or can take. • Balance the intent with the strategic need to change.
5	Do you have clarity on the scope, approach, tools and pace of the project?	• Agree on the approach and pace that suits the municipality. • Ensure leadership and labour buy-in before commencement of the process.
6	How will you know if your reorganisation or design is the right one?	• Ensure that the reorganisation or redesign is a combination of a mix of good practice qualitative analysis of data and facilitated sessions with key stakeholders. • Test and design against organisational scenarios
Putting in place the new staff establishment		
7	Is the municipality ready for potential shifts and disruptions?	• Recognise the need for cautiously managing the transition. • Proactively engage staff to prepare them for the imminent change.
8	Have you learned from previous experiences to implement organisational change?	• Maintain the design integrity through the practical realities and conflicting priorities. • Recognise that changing the structure for seamless service delivery is more than changing reporting lines
9	How are you going to balance collective accountability, maintain momentum and maintain integrity of the reorganisation or redesign?	• Advanced planning is important to keep continued energy and commitment.
10	Do you have a team of leaders (senior managers) with the capability, energy, and enthusiasm to lead the design and embed the results?	• Identify a clear champion with the power to act and for the staff to follow. • Bear in mind that leading within a municipal setting takes capability and willingness to stay the change. • Ensure that your leaders (senior managers) are equipped to drive the change.

GUIDELINE 1B

DEVELOPING A JOB DESCRIPTION

1. (1) The development of a job description must be preceded by—

(a) collection of relevant information about the job, including but not limited to interviewing the supervisor and where applicable, the incumbent of the post, a labour representative or conducting a comparative analysis of similar posts in other similar sized municipalities;

(b) completion of the job analysis questionnaire and the job description template;

(c) verification of the correctness of the job description; and

(d) consultation with the relevant signatories of the job description for final authentication and approval.

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

Table 6 below sets out a typical job description template that may be used by municipalities when developing job descriptions:

Table 6

Template for job description

JOB DESCRIPTION

SECTION A: JOB TITLE AND INFORMATION SECTION

A.1 POST IDENTIFICATION	
1. Municipality	
2. Job/Post Title	*Job title as per proposed new structure*
3. Number of Posts	*As per proposed new structure*
4. Job Grade	*Do not complete, to be graded later*
5. Date Grade Authorised	*Do not complete*
6. Post Identification Number(s)	*Do not complete*
7. Name of Incumbent(s) and Service Number(s)	*Complete if you have details*
A.2 LOCATION OF JOB/POST	
Department	*As per structure*
Unit	*As per structure*
Section	*As per structure*

A.3 SURROUNDING JOBS/POSTS	
Immediate Superior	
Job Title	Post Identification Number
Job title of immediate superior	
Immediate Subordinates	
Job Title(s)	Post Identification Number(s)
Job title of subordinates	
Frequency of supervision	

SECTION B: JOB PURPOSE, DUTIES AND RESPONSIBILITIES

B.1 JOB PURPOSE				
Explain the main objective of the job, preferably in one or two sentences.				
B.2 DUTIES OF THE POST				
NO.	**KEY PERFORMANCE AREAS** (What)	**INPUT (Methods Used)** (How)	**Output (Expected Results)** (Why)	**FREQUENCY**
	What? *Refers to the most visible concrete actions or major activities which the job does.*	***How?*** *Refers to the methods, processes and tools required to carry out the actions required?*	***Why?*** *Refers to the reason why the main activity is performed or the overall purpose of that specific task. What is the end objective?*	*What is the frequency of each activity?* • *Ongoing* • *Daily* • *Weekly* • *Monthly* • *As and when required*
	E.g. Receptionist Controlling Reception area	E.g. • Greet visitors and establishing nature of the call • Direct visitors to appropriate individuals • Ensure that waiting visitors are offered refreshments • Tidy the reception area	E.g. • **To** ensure that professionalism and front line image are maintained	E.g. • Ongoing
	E.g. Secretary Sort and route *incoming and outgoing correspondence and mail* of the Office	E.g. • Communicate and distribute correspondence and information as and when required • Record accurately and manage incoming correspondence of the Director in order of priority on daily basis • Check fax, email and postal correspondence and replies are made on behalf of the Director • Respond directly to mundane correspondence of behalf of the Director	E.g. • So that there is no backlog, items are prioritised and each person receives the correct mail.	E.g. • Daily

B.3 AUTHORITY OF THE POST

This outlines the authority the jobholder has to make decisions or to take independent action without reference to a superior. Limits of authority may also be included (e.g. not permitted to…).

The post is accountable for all outcomes associated with _____ (function, e.g. HR Management) and is authorised to take decisions on operational issues within the ambit of departmental policy and procedures and laws regulating action in cases of non-compliance.

Must ensure that all _____ (function, e.g. HR Management) policies, procedures and strategies are in line with relevant legislative and statutory rules, regulations and prescriptions.

Manage the _____ (Department) in terms of financial and operational delegated powers.

Responsible for the enforcement of all council policies on _____ (function, e.g. HR Management and related procedures.

Approval of appointments, organisational structure and new policies must be reported to council for approval.

Management of resources allocated to the Department in line with Council policies

Act independently with reference to the Line Manager and in terms of the following legislations and regulations: -

- *All policies, procedures and strategies in line with legislative and statutory rules, regulations and Municipal by-laws*
- *Municipal Systems Act, Municipal Structures Act, Employment Equity Act, Skills Development Act, BCOE, LRA SALGA guidelines, etc.*
- *Any other legislation that has a bearing in local government and human resources*
- *All applicable Council Policy, Procedural Imperative, Administrative processes and procedures*
- *NEMA Act and MFMA*

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SECTION C: JOB SPECIFICATION

Skills relevant to a job include education or experience, specialised training, personal characteristics or abilities.

C.1 ESSENTIAL REQUIREMENTS OF THE POST State the minimum educational, qualifications and experience that are required to perform the job competently.	
Qualification	*Enter the minimum education level (e.g. Grade 10 / B.Com) in order to do the job competently. These qualifications may not necessarily be what the incumbent is in possession of but rather what is considered to be essential in order to do the job competently.*
Reasons for essential Qualification	*Intrinsic job requirement*
Experience	*Record the minimum amount of time and type of experience needed before appointment into this job – not necessarily what the incumbent possesses, but rather what the job requires.*

C.2 PREFERRED REQUIREMENTS OF THE POST	
Qualification	*Additional on top of essential requirements stated above.. e.g. Post graduate qualification in _____ (functional area) or related*
Reasons for preferred qualification	*Job requirement*
Experience	*Record additional amount of experience needed*

C.3 COMPETENCY REQUIREMENTS OF THE POST Only where directly relevant to the performance of the job	
1.	*Strategic Management Skills*
2.	*Business Management Skills*
3.	*Communication Skills (verbal and written)*
4.	*Planning and Organising Skills*
5.	*Financial Management Skills*
6.	*Must be able to work under pressure*
7.	*Good interpersonal skills*
8.	*Negotiation skills and conflict handling skills*

C.4 SPECIAL CONDITIONS AND PHYSICAL REQUIREMENTS ATTACHED TO THE POST	
1.	*Healthy person – ability to work long hours and meet deadlines*
2.	*Must be able to visit outside workplace if and when needed or attend meetings after hours*

C.4 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**

SECTION D: APPROVAL OF JOB DESCRIPTION

D.1 CERTIFIED CORRECT				
We the undersigned confirm that we have consulted on the content contained in the job description and hereby confirm that we consider that the information contained is a correct reflection of the context of the post and its content.				
TITLE	**NAME**	**EMPLOYEE NO**	**SIGNATURE**	**DATE**
Head of Department				
Immediate Supervisor				
Trade Union Representative				
Incumbent				

CHAPTER 2

RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF

GUIDELINE 2A

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 for approval as set out in regulation 11(3)(*a)*.

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 14(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 16 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 19.

(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 20.

(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.

Table 7

Recruitment requisition form

The municipality is committed to the maintenance of diversity and equity in employment within all categories and levels in the workplace	
Name of Division	
Name of Department	
Post	
Grade	
Minimum Prescribed Education	
Minimum Prescribed Experience	
Key Responsibilities	
Inherent Job Requirements	
Prescribed Competency Requirements	
Medium of Advertisement	
Internal: ……	External:……..
Reason for Recruitment:	New Post/ Additional Post/ Staff Resignation/ Promotion/ etc.
Other: Specify	
Budget Availability	Yes/ No
If No, state reasons	

…… …….....

Head of Department Date

Full Name: ……..

Recommended/Not recommended

…….. …….....
HoD: Human Resources Date

Name in Full: …….

Approved/Not approved

…….. ……..
Executive Director/ Director 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.

Table 8

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 defendable.
- 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 municipality 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:

Table 9

Evaluation rating scale

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.

Evaluation rating scale		
Scale	**Description**	**Indicators of Performance**
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.
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

CONFLICT OF INTEREST DECLARATION BY INTERVIEW PANEL MEMBER

LOGO OF MUNICIPALITY

DECLARATION OF CONFIDENTIALITY BY THE SELECTION PANEL MEMBER

INTERVIEWS FOR THE ADVERTISED POST OF ……..
(NAME OF THE ADVERTISED POST)

Date: dd/mm/yy

I …… hereby declare that I have read the provisions of regulation 24 of the Local Government: Municipal Staff Regulations (“hereinafter referred to as the 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 this interviews will not in any way constitute a conflict of interest or unduly influence or attempt to influence the appointment or promotion for a spouse, partner, family member, friend or associate;

(e) I will not discuss the outcome of these interviews or inform any candidate who has been interviewed about the outcome of these interviews.

(d) all the discussions emanating from the interview process will be kept strictly confidential and no information will be disclosed with any candidate or person who is not part of the Selection Panel until such time that the Municipal Manager or his or her delegate has approved the recommendations of the Selection Panel and the successful candidate has been duly informed about the outcome of the decision of Municipal Manager or his or her delegate.

Signed at …… on this …… day of ……. 20…..

……
Signature: Selection Committee Member

……

Signature: Chairperson

LOGO OF THE MUNICIPALITY

DECLARATION OF CONFIDENTIALITY BY THE STAFF MEMBER PROVIDING SECRETARIAL SERVICES DURING THE SELECTION PROCESS

INTERVIEWS FOR THE ADVERTISED POST OF …….. (NAME OF THE ADVERTISED POST)

Date: dd/mm/yy

I …… hereby declare that I have read the provisions of regulation 24 of the Local Government: Municipal Staff Regulations ("hereinafter referred to as the 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 this interviews will not in any way constitute a conflict of interest or unduly influence or attempt to influence the appointment or promotion for a spouse, partner, family member, friend or associate;

(e) I will not discuss the outcome of these interviews or inform any candidate who has been interviewed about the outcome of these interviews.

(f) all the discussions emanating from the interview process will be kept strictly confidential and no information will be disclosed with any candidate or person who is not part of the Selection Panel until such time that the Municipal Manager or his or her delegate has approved the recommendations of the Selection Panel and the successful candidate has been duly informed about the outcome of the decision of Municipal Manager or his or her delegate.

Signed at ……. on this …… day of ……. 20…...

……
Signature: Secretariat

……
Signature: Chairperson

GUIDELINE 2E

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 2F

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 10

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 2G

CONFIDENTIAL EXIT INTERVIEW

1. (1) A guideline for a confidential exit interview is set out below in table 11 below:

(2) At the outset the staff member must be informed that the interview is confidential and that the staff member's name will not be attributed to the information provided.

Table 11

Exit interview Template

Staff Member's Name:	Employee No.
Department:	Post:
Date of Interview	Place
Interview conducted by:	
Designation:	
Date of Resignation:	
Last Day of Service:	

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

Tick	Reason for Resignation	Tick	Reason for Resignation
	To avoid consequences of proposed or actual disciplinary action		Other
	Comments:		

GUIDELINE 2H

Table 12

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**

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	Yes/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 2I

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 the Head of HR unit 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.

Table 13

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.

(please tick)	**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 the supervisor in discussion with the staff member:

(please tick)	**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 membermay provide any comments about his or her experience of the probationary process here.				
Should the Staff member's probationary period be extended?				**YES / NO**

(please tick)	**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 3

PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

GUIDELINE 3A

Performance management and development system phases

1. (1) Performance management and development is the systematic process of—

(a) planning work and setting expectations of the municipality from staff members or teams;

(b) continually monitoring performance of staff members or teams;

(c) developing the capacity of staff members or teams to perform optimally;

(d) periodically rating performance of staff members and teams; and

(e) rewarding outstanding performance.

(2) The performance management and development system of a municipality must consist of different phases relating to performance planning, coaching, review and reward as provided in these guidelines.

(3) The performance management and development system must consist of the following phases:

Table 14

Phase	Timeframe	Activities
(a) Planning	(i) Occurs annually at the start of the financial year or the starting date in a specific post	(aa) Supervisor schedules a meeting with a staff member or team to discuss and agree on the performance objectives for the year; (bb) Supervisor and a staff member or team are required to prepare for this meeting; and (cc) Performance agreement must be signed or processed electronically where applicable by the supervisor and a staff member or team within sixty (60) days after the commencement of the performance cycle.
(b) Monitoring, coaching and feedback	*(i)* Occurs formally; and *(ii)* Informally throughout the year	(aa) The supervisor will complete on- the-job monitoring of the performance of a staff member or team; (bb) The supervisor may create formal and informal opportunities to provide feedback or coaching support to a staff member or team in relation to progress made towards agreed performance objectives and on areas requiring implementation; and (cc) A staff member or team may request feedback and support at any time during the performance cycle.
(c) Review and evaluation	(i) Mid-year review must occur at the end of the second	(aa) The supervisor must set up a formal mid-year evaluation with a staff member or team

Phase	Timeframe	Activities
	quarter. The details of the engagement must be in writing; and (ii) Annual performance evaluation must occur at the end of the fourth quarter (after the end of performance cycle); and (iii) Annual performance must occur within 60 days after the end of performance cycle. The details of the performance evaluation must be must be in writing clearly outlining the staff member's career development needs.	within one (1) month after the end of quarter two (2), inclusive of formal documented engagement to provide feedback on targets achieved to date of a staff member or team; (bb) At mid-year review, interventions and corrective actions must be identified in relation to achievement /under-achievement of performance outputs/ outcomes; (cc) During annual performance evaluation, each staff member must be afforded an opportunity to complete self-rating and provide evidence to support ratings; (dd) The supervisor must set up the formal final performance evaluation with a staff member or team after the end of the fourth quarter; (ee) The final performance evaluation scores must be recorded as a formal engagement between the staff member and supervisor; and (ff) The supervisor must formally provide verbal and written performance feedback to the staff member or team.
(d) Reward and recognition	(i) After the formal annual performance assessment; and (ii) After moderation by the Municipal Moderation Committee and approval by municipal manager.	Rewards shall be dealt with as stipulated in chapter 4 of the Regulations.

Planning

2. (1) During the planning phase—

(a) the supervisor and staff member must jointly identify organisational, departmental as well as the performance expectations of a staff member or team and secure the staff member or team's commitment to achieve the performance expectations;

(b) the supervisor must explain to the staff member how the performance agreement and PMDS operates;

(c) all staff members, including management, must be capacitated through training on—

(i) what the process entails;

(ii) why the municipality uses the PMDS process;

(iii) how the PMDS works, including the phases, purpose of linkage with the competency framework and how performance of competencies are measured;

(iv) the expectation from a staff member in a specific role; and

(v) when performance will be evaluated and reviewed;

(d) the municipality must ensure that every supervisor has undergone training to acquire the relevant coaching skills needed for ongoing implementation of the PMDS;

(e) the supervisor and staff member must develop a performance agreement wherein the performance standards will be defined in terms of quality, quantity, time and process. The following documents can assist—

(i) the staff member's job description;

(ii) the IDP and departmental SDBIP;

(iii) the supervisor's performance agreement, where applicable;

(iv) the staff member's previous year performance assessment, where applicable; and

(v) any other document considered relevant to the process;

(f) planned KPAs, KPIs and targets as contained in the performance agreement must meet the SMART criteria as outlined in the table below—

Table 15

S	Specific, clear and understandable.
M	Measurable in terms of quantity, and, if possible, quality, money, and time. It must be possible to determine whether the activity took place and to decide how well it was done.
A	Attainable in that the activities to be performed have been agreed upon and must be within the capabilities and under control of the staff member.
R	Relevant in that each task should be related directly to the functional areas or specific projects assigned to the staff member.
T	Time-based in that the supervisor and staff member should be able to track progress against specified target dates and timeframes and assessment can take place within the annual reporting cycle of the performance agreement.

(g) Job specific competencies can be selected from the relevant occupational streams as prescribed in the Local Government: Competency Framework attached to the Regulations as Annexure A, including any other specific functional competency requirements as may be identified;

(2) The following documents will assist in the performance planning process—

(a) performance agreement (Annexure A); and

(b) monitoring, coaching, feedback and review (Annexure B).

Monitoring, coaching and feedback

3. (1) Effective performance monitoring, coaching and feedback must be monitored continuously throughout the performance cycle.

(2) Performance monitoring, coaching and feedback involve ongoing collaborative engagements between the supervisor and staff member or team aimed at improving a staff member's skills and competencies to meet or exceed the set standards of performance through—

(a) observation, motivating and encouraging the staff member;

(b) frequent and infrequent exchanges of feedback about the staff member's performance;

(c) regular evaluation of whether the staff member performs according to the set objectives as outlined in the performance agreement;
(d) formal coaching and informal performance evaluation sessions;
(e) reinforcing the discussions that took place during the planning phase culminating in the performance agreement;
(f) affording the supervisor the opportunity to encourage the development of the staff member or team;
(g) proactive identification of challenges and solutions to enable achievement;
(h) identification of accomplishments or challenges by the staff member or team that have been resolved, which otherwise may not have come to the supervisor's attention;
(i) coaching that reinforces effective performance or brings the performance of the staff member closer to the expected standards; and
(j) a staff member or team who participated in several coaching sessions being aware of what is required of him or her to meet performance outcomes.

(3) A municipality must ensure that every supervisor has received adequate training in performance coaching processes and is capable of effectively assessing progress and evaluating the performance of staff or team.

(4) Development needs of staff identified during performance monitoring and coaching processes must be evaluated and addressed to encourage good performance, improves job-related skills and competencies that support staff to keep up with changes in the workplace.

Mid-year performance review

4. (1) The mid-year performance review—
(a) is a formal bi-annual performance appraisal where a staff member or a team is given feedback on his or her performance;
(b) must be recorded;
(c) offers an opportunity—
(i) between the supervisor and staff member to assess the staff member or team's performance against set performance objectives;
(ii) for the supervisor to monitor, coach and provide feedback to ensure effective performance;
(iii) for the supervisor and staff member to—
(aa) jointly identify performance challenges and agree on solutions to overcome identified challenges;
(bb) agree on developmental needs of the staff member and address such needs;
(cc) review the performance targets resulting from workplace changes beyond the staff member or team's control; and
(iv) to reinforce good performance.

(2) If the review of the performance agreement is warranted—
(a) the Regulations and item 2 of these Guidelines apply;
(b) the mid-year performance review will be based on the existing performance agreement;

(c) the amended performance agreement or addendum must be co-signed by the supervisor and staff member; and

(d) a record of the amendments must be kept for purposes of annual performance assessment.

Annual performance evaluation

5. (1) The objectives of the performance evaluation are to —

(a) formally discuss the performance outcome achieved by the staff member against agreed performance indicators and targets based on the work performed during performance cycle of 12 months;

(b) rate the performance of a staff member or team against each measurable KPI using the five-point rating scale;

(c) recognise positive achievements and provide feedback on unsatisfactory performance; and

(d) identify areas of improvement and develop action plans to be included in personal development plans to address identified areas for improvement.

(2) Every staff member or team must be subjected to annual performance assessment at the end of the performance cycle of a municipality.

(3) The annual performance evaluation must be preceded by the staff member's self-rating against predetermined objectives, and where necessary supported by portfolio of evidence.

(4) Rating entail evaluating the staff member or team's performance against performance standards in a staff member's performance plan and assigning a numeric rating for each KPI.

(5) The supervisor and staff member must—

(a) formally and objectively confirm the staff member's performance outcomes against agreed KPAs, KPIs and job specific competencies;

(b) rate the performance of each staff member or team against each measurable KPI and job specific competencies using the 5-point rating scale;

(c) recognise positive achievements;

(d) identify deficient performance;

(e) identify the staff member's developmental needs, which will inform the Personal Development Plan of the employee; and

(f) sign the final annual performance assessment.

(6) At the end of the performance cycle a rating scale is used which has a bearing on rewarding and recognising performance above fully effective.

(7) The supervisor must submit the final annual performance assessment, performance scores and any related evidence supporting performance to Human Resources.

(8) Performance ratings for KPAs and competencies are calculated using the 5-point rating scale —

(a) KPA ratings are calculated where individual ratings have been assigned to each KPI using the five-point rating scale;

(b) No rounding of calculations is allowed and 2 decimal points must be used;

(c) The table below reiterates the 5-point rating scale applied to score overall performance—

Table 16

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 above expectations**	Performance is significantly higher than the standard expected in the job. The appraisal indicates that the staff 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**	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.

GUIDELINE 3B

TEAM BASED PERFORMANCE

6. (1) A supervisor working in collaboration with individual team members must—

(a) rate the performance of a staff member working within a team-based performance arrangement; and

(b) identify challenges relating to individual staff member(s) working within a team and identify appropriate interventions aimed at improving the staff member's performance;

(2) The following templates will assist in the PMDS process —

(a) team registration Annexure C; and

(b) team performance agreement Annexure D.

GUIDELINE 3C

PERFORMANCE EVIDENCE

1. (1) The submission of evidence is subject to the following—

(a) during the planning phase, agreement must be reached on what evidence is to be used with the aim of minimising time and effort; and

(b) evidence must be gathered during the course of the performance cycle as this will inform and substantiate the scores according to the rating scale.

(2) The staff member or team must gather, collate and present evidence against the measurable KPIs and, where applicable, job specific competencies as contained in the performance agreement—

(a) it is particularly important to ensure that evidence is gathered during the performance cycle in preparation for the mid-year performance review and annual performance evaluation, as it will be used to substantiate scores related to achievement of KPIs and job specific competencies; and

(b) the ultimate accountability for the submission of the portfolio of evidence rests with the staff member or team being evaluated.

(3) The nature of work must determine the type of evidence that should be provided. This may, *inter alia*, include—

(a) official records;

(b) confirmation by a supervisor;

(c) confirmation by other stakeholders such as letter from a government department; and

(d) inspection or viewing of evidence by supervisor such as filing system, memorandums, reports, etc.

(4) A supervisor may, at the latest by mid-year review,—

(a) accept other evidence that substantiate achievement of KPIs or competencies and

(b) assist the staff member or team to obtain such evidence.

GUIDELINE 3D

PERFORMANCE MODERATION COMMITTEE

1. (1) The Municipal Performance Moderation Committee—

(a) must be duly constituted by the municipal council;

(b) may, to the extent possible, be constituted as follows—

(i) municipal manager or his or her delegate who will act as the chairperson;

(ii) all heads of departments of a municipality;

(iii) manager responsible for PMDS;

(iv) manager responsible for organisational development;

(v) manager responsible for organisational performance;

(vi) a representative from finance, where applicable;

(vii) a representative from governance, where applicable; and

(viii) a representative from audit, where applicable.

(2) Departmental representatives—

(a) will be invited to attend the performance moderation committee to present on the results of their respective departments;

(b) must be on senior management level; and

(c) may request a specialist on the departmental performance management to provide technical advice where needed.

(3) Members should collectively possess the necessary expertise and must demonstrate knowledge and competencies—

(a) local government;

(b) municipal human resource environment;

(c) corporate governance practices;

(d) corporate strategy;

(e) performance management and development system;

(f) human capital management;

(g) organisational development;

(h) financial management;

(i) business management;

(j) operations management; and

(k) leadership.

(4) The main objectives of the committee are to—

(a) ensure fair and consistent application of the PMDS;

(b) ensure that the integrity of the PMDS is protected;

(c) ensure that performance is evaluated consistently;

(d) ensure that individual ratings reflect the overall performance of the department;

(e) advise on financial affordability for the municipality; and

(f) recommend performance rewards to the municipal manager for approval.

(5) The committee may—

(a) develop and approve the terms of reference;

(b) review the performance management and development system across the municipality and make recommendations regarding implementation;

(c) monitor the performance evaluation process by obtaining an overall sense of whether norms and standards are being applied realistically and consistently both horizontally and vertically across the municipality;
(d) determine the overall performance of departments and align that with summary results based on individual performance;
(e) moderate scores of a department(s) or a unit;
(f) recommend reward levels for performance;
(g) make recommendations regarding actions to be considered where supervisors do not implement the system properly;
(h) provide oversight in terms of the application of the PMDS;
(i) prepare a comprehensive report, based on its observations, reflecting performance of staff members or teams and the applicable reward levels; and
(j) ensure that the minutes and supporting information on matters dealt with by the panel, shall be available for examination upon authorisation by the municipal manager.

GUIDELINE 3E

MANAGING SUBSTANDARD PERFORMANCE

Purpose

1. (1) These procedures are intended to—
(a) create an enabling environment to facilitate effective performance by the staff members;
(b) provide the staff members with access to skills development and capacity building opportunities in order to promote efficient and effective performance;
(c) provide remedial and developmental support to assist the staff members to deal with substandard performance; and
(d) ensure that the municipal council and staff members work collaboratively to generate solutions to problems and improve the performance of staff members.

Policy and principles

2. (1) These procedures must be read in conjunction with the Regulations.

(2) The Code of Good Practice provided for in Schedule 8 of the Labour Relations Act, 1995, constitutes part of these procedures, in respect of poor work performance.

(3) The municipality must evaluate the staff member's performance by considering—
(a) the extent to which the substandard performance impacts on the work of the municipality and the achievement of municipal goals;
(b) the extent to which the staff member fails to meet the required performance standards set by the municipality;
(c) the extent to which the staff member lacks the necessary skills, competencies and expertise to meet the performance objectives and targets for his or her post as contained in the performance agreement; and

(d) the nature of the staff member's work and responsibilities.

Procedures for dealing with substandard performance

3. (1) If the municipality has reason to believe that a staff member is not performing in accordance with the minimum performance standards of his or her post, the supervisor must—

(a) convene a meeting to give feedback to the staff member on his or her performance;

(b) furnish the staff member with reasons why it is necessary to initiate this procedure.

(2) During the meeting contemplated in paragraph (a), the supervisor must—

(a) explain the requirements, level, skills and nature of the post;

(b) evaluate the staff member's performance in relation to the performance agreement;

(c) explain the reasons why the performance is considered substandard; and

(d) afford the staff member or his or her representative an opportunity to respond to the performance outcomes referred to in paragraph (c); and

(3) After considering the staff member's reasons, the supervisor may, if necessary—

(a) initiate a formal programme of counselling and training to enable the staff member to meet the required standard of performance, which must include—

(i) assessing the time that it will take for the staff member to deal with substandard performance;

(ii) establishing realistic timeframes within which the staff member is expected to meet the required performance standards; and

(iii) identifying and providing appropriate training for the staff member to reach the required standard of performance.

(b) establish ways to address any factors that may affect the staff member's performance that lie beyond the staff member's control.

(4) If the staff member fails to meet the required performance standard for the post after being subjected to a formal programme of counselling and training as contemplated in paragraph (3), the supervisor, may—

(a) regularly evaluate the staff member's performance; or

(b) provide further remedial or developmental support to assist the staff member to eliminate substandard performance.

(5) If the staff member's performance does not improve after he or she received appropriate performance counselling and the necessary support and reasonable time to improve his or her performance as contemplated in paragraph (4), or he or she refuses to follow a formal programme of counselling and training contemplated therein—

(a) the supervisor, must bring the allegations of substandard performance against the staff member to the attention of the municipal manager in the form of a report**.**

(b) the supervisor, must table the report contemplated in subparagraph (a) before the municipal manager.

(6) If the municipal manager is satisfied that sufficient evidence exist to institute disciplinary proceedings against the staff member on the basis of the alleged substandard performance the municipal manager, must furnish the staff member with written reasons why it is necessary to initiate this procedure in accordance with applicable procedures.

ANNEXURE A

Performance Agreement			
Performance cycle		Example: 01 July 2017 to 30 June 2018	
Department:		**[add name of department]:**	
Section / Unit:		**[add name of section / unit]:**	
Staff member name and surname:		**[add first names and surname for staff member]**	
Staff member designation, payroll number and level	**Designation** Assistant Director	**Payroll number** 000000000000	**Level** 5
Functions	**Short description of the staff member's function.**		
Staff member signature			**Date:**
Supervisor Name and Surname:	**[add first names and surname for supervisor]**		
Supervisor's Signature:			**Date:**

KPA /JSCs Weighting	KPIs/JSCs	Baseline (where applicable)	Targets[1]	Evidence
1. [Insert KPA here]				

[1] The targets of every KPI must be expressed as one (1) to five (5).

30%	1.1 [Insert KPI here]	[Existing or new where applicable]	1[2] = [insert SMART Targets here] 2[3] = 3[4] = 4[5] = 5[6] =	
	1.2			
	1.3			
2. [Insert KPA here]				
30%	2.1			
	2.2			
	2.3			
	2.4			
3. [Insert KPA here]				
20%	3.1			
	3.2			
80%	**Total**			

Job Specific Competencies (JSC)					
1	10%	[Insert here]		1 = 2 = 3 = 4 = 5 =	Add where applicable for competencies
2	5%	[Insert here]			
3	5%	[Insert here]			
20%		**Total**			

Supervisor Signature:	**Staff member Signature:**
Date:	**Date:**

[2] Target 1 indicate **unacceptable performance.**
[3] Target 2 indicate **performance not fully effective.**
[4] Target 3 indicate **fully effective performance** i.e. that performance meets the standard expected in all areas of a job and that the KPI has therefore been achieved.
[5] Target 4 indicate **performance significantly above expectations.**
[6] Target 5 indicate **outstanding performance.**

ANNEXURE B

Coaching and Review									
		Staff Member / Team input on progress [7]		Supervisor's input on progress		Comments	Year-end Review Scores	Signatures	
		Mid-year review	Final review	Interventions	Staff Member / Team rating			Employee's Signature	Managers Signature
KPA 1	KPI								
	1.1								
	1.2								
	1.3								
KPA 2	2.1								
	2.2								
	2.3								
	2.4								
KPA 3	3.1								
	3.2								
JSC	1								
JSC	2								
JSC	3								

[7] Formal review must take place mid-year and year-end

Staff Member / Team Supervisor Signature:	**Date:**
Supervisor Signature:	**Date:**

ANNEXURE C

Team Registration					
Performance Cycle		**Example: 2017/2018**			
Department:		**[Add Name of Department]:**			
Section / Unit:		**[Add Name of Section / Unit]:**			
Supervisor Name and Surname:		**[Add first Names and Surname for Supervisor]**			
Function :[8]					
Team Members[9]					
Names	**Payroll Number**	**Designation:**	**Level**	**Staff Signature[10]**	**Date**
Example: J Smith	**000000**	**Truck Driver**	**T1**	**XXXX**	**30/07/2017**
Supervisor's Signature:[11]			**Date:**		

[8] Add short description of the team function.
[9] Team members may include a team supervisor.
[10] All team members will sign on the team scorecard and the supervisor will sign this form on behalf of the employer.
[11] If the team includes a team supervisor the supervisor above the team supervisor will sign on behalf of the employer.

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ANNEXURE D

Performance Agreement				
KPA /JSCs Weighting	**KPIs/JSCs**	**Baseline**	**Targets[12]**	**Evidence**
[Insert KPA here]				
30%	3.3 [Insert KPI here]	[Existing or new where applicable]	1[13] = [insert SMART Targets here] 2[14] = 3[15] = 4[16] = 5[17] =	
	3.4			
	3.5			
4. [Insert KPA here]				
30%	4.1			
	4.2			
	4.3			
	4.4			

[12] The targets of every KPI must be expressed as one (1) to five (5).
[13] Target 1 indicate **unacceptable performance.**
[14] Target 2 indicate **performance not fully effective.**
[15] Target 3 indicate **fully effective performance** i.e. that performance meets the standard expected in all areas of a job and that the KPI has therefore been achieved.
[16] Target 4 indicate **performance significantly above expectations.**
[17] Target 5 indicate **outstanding performance.**

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5. [Insert KPA here]					
20%		5.1			
		5.2			
80%		**Total**			
Job Specific Competencies (JSCs)					
1	10%	[Insert JSC here]		1 = 2 = 3 = 4 = 5 =	Add where applicable for competencies
2	5%	[Insert JSCs here]			
3	5%	[Insert JSCs here]			
20%		**Total**			
Team Members Names:				Example: J Smit	Payroll Number: 0000000
				P Mokola	9999999
Supervisor Signature:				**Team Supervisor:**	
Date:				**Date:**	

CHAPTER 4

SKILLS DEVELOPMENT

GUIDELINE 4A

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 4B

SKILLS NEEDS ANALYSIS

Introduction

1. (1) A skills needs determination comprises—
(a) a skill needs analysis; and
(b) a staff skills audit.

(2) This guideline details the actions necessary to conduct a skill needs analysis at a municipality.

(3) The skills need 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 4C

STAFF SKILLS AUDIT

Introduction

1. (1) A skill needs determination comprises—

(a) a skill 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 4D

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. universities, 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 4E

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	• 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	• Conduct interim reviews on whether learning objectives are being achieved and adjust intervention accordingly • Assesses progress of learners in each module	Skills Development Facilitator, facilitators, training provider

Evaluation level	Stage in learning process	Key activities	Responsibility
		using assignments written by learners; and produce qualitative report on learner application of competencies during exercises and action learning during contact sessions	
	Post-training	• 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 assessment of learner competence), using 5 point Likert scale • 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	Skills Development Facilitator, employee and manager
Level 3: Application	Pre-training	• 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	• Monitor improvements in the delivery of the specific outputs by the learner	Supervisor
	Post-training	• 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.

CONTINUES ON PAGE 1538 OF BOOK 13

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(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.

DEPARTEMENT VAN SAMEWERKENDE REGERING EN TRADISIONELE SAKE

NO. 891 **20 September 2021**

WET OP PLAASLIKE REGERING: MUNISIPALE STELSELS, 2000 (WET 32 VAN 2000)

PLAASLIKE REGERING: RIGLYNE VIR DIE IMPLEMENTERING VAN DIE PLAASLIKE REGERING: MUNISIPALE PERSONEELREGULASIES

Ek, **NKOSAZANA CLARICE DLAMINI ZUMA**, Minister van Samewerkende Regering en Tradisionele Sake, maak hierby die Riglyne in die Bylae kragtens artikel 72, saamgelees met artikel 120, van die Wet op Plaaslike Regering: Munisipale Stelsels, 2000 (Wet No. 32 van 2000).

NKOSAZANA CLARICE DLAMINI ZUMA, LP
MINISTER VAN SAMEWERKENDE REGERING EN TRADISIONELE SAKE

BYLAE

INHOUDSOPGAWE

INLEIDING

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RIGLYN 1B
ONTWIKKELING VAN ’N POSBESKRYWING

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WERWING, KEURING EN AANSTELLING VAN PERSONEEL

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WERWINGSREKWISISIEVORM

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ONDERHOUDHANDLEIDING

RIGLYN 2D
VERKLARING VAN BELANGEBOTSING DEUR LID VAN ONDERHOUDPANEEL

RIGLYN 2E
INLYWING VAN PERSONEEL

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RIGLYN 4C
PERSONEELVAARDIGHEIDSOUDIT

RIGLYN 4D
PERSOONLIKE ONTWIKKELINGSPLAN

RIGLYN 4E
EVALUASIE VAN GEHALTE EN IMPAK VAN VAARDIGHEIDSONTWIKKELING

INLEIDING

Hierdie Riglyne moet saamgelees en geïmplementeer word in ooreenstemming met die betrokke hoofstukke van die Plaaslike Regering: Munisipale Personeelregulasies (die Regulasies). Enige afwykings van hierdie Riglyne kan geregverdig word deur voldoende redes te verskaf vir sodanige afwyking.

HOOFSTUK 1
PERSONEELDIENSSTAAT, POSBESKRYWING EN POSEVALUERING

RIGLYN 1A
BEPALING VAN PERSONEELDIENSSTAAT

Hersiening van personeeldiensstaat

1. (1) Dit sal onder die volgende omstandighede nodig wees om die personeeldiensstaat van ’n munisipaliteit te hersien—

(a) die grense van ’n munisipaliteit word herbepaal;

(b) ’n nuwe munisipale raad word verkies;

(c) ’n nuwe vyfjaar-GOP word vir ’n munisipaliteit aanvaar; of

(d) daar is enige wesenlike veranderinge aan die bevoegdhede en funksies van ’n munisipaliteit.

(2) Die munisipale bestuurder is verantwoordelik vir die aandryf van en toesig oor die hersieningsprosesse van die personeeldiensstaat.

(3) Die munisipale bestuurder moet toesien dat die administrasie van die munisipaliteit georganiseer is—

(a) volgens die bevoegdhede en funksies van ’n munisipaliteit;

(b) op sodanige wyse dat die munisipaliteit—

(i) responsief is op die behoeftes van die plaaslike gemeenskappe;

(ii) ’n kultuur van openbare diens en verantwoordingspligtigheid onder sy personeel fasiliteer;

(iii) prestasiegeoriënteerd en gefokus is op die doelwitte van plaaslike regering; en

(iv) sy funksies deur operasioneel doeltreffende en effektiewe administratiewe eenhede en departemente verrig.

(4) Figuur 1 beeld die stappe van die hersieningsproses uit.

Figuur 1

Hersieningsproses van personeeldiensstaat

Doen 'n diagnose

2. (1) Die diagnose moet eerstens die behoefte aan en bedoeling met die hersiening van die personeeldiensstaat identifiseer en moet 'n ontleding insluit van of die munisipaliteit se dienslewerings model en personeeldiensstaat—

(a) die munisipaliteit se mandaat steun;

(b) die bevoegdhede en funksies steun wat sekere pligte en verantwoordelikhede aan plaaslike regering opdra om dienslewering in die betrokke gebiede te verseker;

(c) die kategorieë steun wat in die Grondwet omskryf is en daarna in die Omkeerstrategie wat in 2009 deur die Regering goedgekeur is;

(d) met die regulatoriese raamwerk bestaanbaar is;

(e) nasionale en provinsiale prioriteite steun; en

(d) die munisipaliteit se GOP en dienslewerings- en begrotingsimplementeringsplan (DLBIP) steun.

(2) Die diagnose moet voorts—

(a) die omgewing assesseer en gevare en geleenthede identifiseer;

(b) die sterk en swak punte van die bestaande personeeldiensstaat identifiseer;

(c) 'n sakemotivering vir verandering voorsien, met inagneming van die gevolge vir finansies en mensehulpbronne; en

(d) risiko's identifiseer wat met enige voorgestelde veranderinge verband hou en maniere aandui waarop daardie risiko's versag kan word.

(3) Wanneer die behoefte aan hersiening deur die munisipale bestuurder goedgekeur is, kan die volgende prosesstappe gevolg word.

(4) Tabel 1 moet as omsigtigheidsriglyn gebruik word om die personeeldiensstaat vas te stel.

Tabel 1

Fokusgebiede vir hersiening van personeeldiensstaat

No.	Vraag / Oorwegings	Aksies
Voordat die hersiening van die personeeldiensstaat begin		
1	Het jy die oogmerk agter die herorganisering of herontwerp van jou personeeldiensstaat ontleed?	• Bevestig die hoofdoel en oogmerk van die herorganisering of herontwerp. • Deurdink die oplossing.
2	Verstaan jy watter waarde geskep word en hoe om dit in jou munisipaliteit te versterk?	• Dui duidelik aan waar waarde geskep word. • Wees realisties oor doelwitte en bewus van onbedoelde gevolge van die herorganisasie of herontwerp en waardeskepping.
3	Het jy 'n duidelik geartikuleerde strategie in lyn met die munisipaliteit se geïntegreerde ontwikkelingsplan?	• Maak seker dat 'n duidelike en eenvoudige strategie geartikuleer word vir die herorganisering of herontwerp van die munisipaliteit se administrasie. • Gebruik feitelike inligting om insig in kwessies aan te dryf en feitegebaseerde oplossings.
Die ontwerp van die nuwe personeeldiensstaat		
4	Hoe ambisieus wil jy wees en hoe ver wil jy gaan met die herorganisering of herontwerp?	• Stel vooraf vas hoeveel verandering die munisipaliteit sal moet onderneem, of kan onderneem. • Kry balans tussen die oogmerk en die strategiese behoefte aan verandering.
5	Het jy duidelikheid oor die omvang, benadering, gereedskap en tempo van die projek?	• Kom ooreen oor die benadering en tempo wat die munisipaliteit pas. • Verseker dat die leierskap en arbeidsmag inkoop voor daar met die proses begin word.
6	Hoe sal jy weet of jou herorganisering of ontwerp die regte een is?	• Maak seker dat die herorganisering of herontwerp 'n kombinasie is van 'n mengsel van goeie praktyk, kwalitatiewe dataontleding en gefasiliteerde sessies met kernbelanghebbendes. • Toets en ontwerp teen organisatoriese scenario's.
Stel die nuwe personeeldiensstaat in		
7	Is die munisipaliteit gereed vir moontlike verskuiwings en ontwrigtings?	• Wees bewus dat dit nodig is om die oorgang versigtig te bestuur.

No.	Vraag / Oorwegings	Aksies
		• Betrek personeel proaktief om hulle vir die komende verandering voor te berei.
8	Het jy uit vorige ondervinding geleer hoe om organisatoriese verandering te implementeer?	• Behou die ontwerpintegriteit regdeur die praktiese realiteite en botsende prioriteite. • Wees bewus dat die verandering van die struktuur vir gladde dienslewering meer is as om net die rapporteringslyne te verander.
9	Hoe gaan jy kollektiewe verantwoordingspligtigheid balanseer, momentum behou en die integriteit van die herorganisering of herontwerp behou?	• Voorafbeplanning is belangrik om energie en toewyding vol te hou.
10	Beskik jy oor ŉ span leiers (senior bestuurders) met die vermoë, energie en entoesiasme om die ontwerp te lei en die resultate in te bed?	• Identifiseer ŉ duidelike kampvegter met die mag om op te tree en wat deur die personeel gevolg kan word. • Hou in gedagte dat leierskap in ŉ munisipale opset vaardigheid en gewilligheid vereis om die verandering deur te sien. • Maak seker dat jou leiers (senior bestuurders) toegerus is om die verandering aan te dryf.

Hersien en bring in ooreenstemming met die organisatoriese ontwerpbeginsels

3. (1) Die organisatoriese ontwerpbeginsels moet die ontwerp van die dienslewerings model, funksionele bedryfsmodel en personeeldiensstaat lei.

(2) Die doel van die ontwerpbeginsels is om—

(a) die ontwerp te lei van wat die munisipaliteit moet bereik;

(b) die munisipaliteit te help om huidigestandassesseringspogings te fokus deur begrip vir die kwessies of prioriteite wat belangrik is in die uitvoering van die mandaat van die munisipaliteit;

(c) gebruik te word as ŉ kontrolelys om vas te stel of die toekomstige stand na verwagting ontwerp is;

(d) die munisipale bestuurder en die ontwerpspan te rig om die regte gesprekke te voer en die regte besluite te neem; en

(e) grense vir ontwerp te stel en te omskryf wat die toekomstige organisasie is en wat dit nie is nie.

Tabel 2 bevat organisatoriese ontwerpbeginsels om die munisipaliteit se besluitneming oor organisatoriese ontwerpskeuses te rig.

Tabel 2

Organisatoriese ontwerpbeginsels

1	**Ontwerpbeginsel 1: Volhoubare en finansieel lewensvatbare munisipaliteite**	
	Subontwerpbeginsels	**Moontlike implikasies**
1.1	'n Munisipaliteit moet ontwerp word as 'n ten volle outonome en onafhanklike organisasie, met die vermoë om inkomste te genereer waar van toepassing.	Verseker dat die vermoë om inkomste te genereer bestaan, waar van toepassing.
1.2	Die ontwerp moet prakties implementeerbaar wees wanneer die personeeldiensstaat van 'n munisipaliteit hersien word.	Die ontwerp moet haalbaar wees en voorsiening maak vir bedryfskontinuïteit gedurende die hersiening van die personeeldiensstaat.
1.3	Die ontwerp van die munisipaliteit moet nie 'n wenslys wees nie, maar moet eerder die kernfunksies van die munisipaliteit bevat.	Sluit die bevoegdhede en funksies van 'n spesifieke kategorie van munisipaliteit in en maak voorsiening vir die munisipaliteit se GOP.
1.4	Die strukturele ontwerpe moet bekostigbaar vir die munisipaliteit wees, deur seker te maak dat daar geen 'opgeblaasdheid' weens die insluiting van onnodige rolle is nie.	Ontwerp vir die kategorie van munisipaliteit en wat haalbaar en realisties is.
1.5	Omskryf maatstawwe vir kern- en steunfunksies en dui meegaande verhoudings aan.	Maak seker dat die kernfunksies proporsioneel meer as die steunfunksies ontvang, en bevorder só doeltreffende dienslewering.
1.6	Ontwerp vir 'n hoë vlak van standaardisasie, gehalte en konsekwentheid oor die verskillende munisipale kategorieë om doeltreffende dienslewering te bevorder.	Verseker logiese saamgroepering van funksies om ook skaalbesparings moontlik te maak.
2	**Ontwerpbeginsel 2: Nakoming van wetgewing, regulasies en riglyne**	
	Subontwerpbeginsels	**Moontlike implikasies**
2.1	Bevoegdhede en funksies vir die Kategorie A-, B- en C-munisipaliteite moet ooreenstem met die munisipale regulasies oor personeeldiensstate.	Ontwerp om seker te maak dat daar geen verskille en teenstrydighede is nie.

2.2	Die ontwerp moet nie wetlike funksies, wat deur ander regeringsfere voorsien word, dupliseer nie.	Moenie afwyk van wetgewende bevoegdhede en funksies in die ontwerp nie, tensy daar 'n dwingende rede is om uitsonderings te oorweeg, waar van toepassing.
2.3	Die personeeldiensstaat van elke kategorie van munisipaliteit moet voorsiening maak vir die prosesse van die GOP.	Ontwerp funksionele strukture wat kan aanpas by die prosesse en uitkomstes van die GOP, waar van toepassing.
2.4	Die ontwerp moet ook die bevolkingstal vir dienslewering in ag neem.	Ontwerp moet verteenwoordigend wees van geografiese en landelike dinamika, waar van toepassing.
2.5	Die ontwerp moet enige afwykings van wetlike bevoegdhede en funksies in ag neem.	Bevoegdhede en funksies moet behoorlik vasgevang word in die vermoëns van die munisipaliteit, wat deel sal vorm van die diensleweringsmodel.
3	**Ontwerpbeginsel 3: Maak dienslewering so doeltreffend as moontlik**	
	Subontwerpbeginsels	**Moontlike implikasies**
3.1	Konsentreer die ontwerp op kerndienste wat waarde tot die gemeenskap toevoeg.	Ontwerp moet 'n groter komponent vir kerndienste en 'n kleiner komponent vir steundienste bevorder.
3.2	Dienslewering moet die naaste wees aan die gemeenskap wat deur die munisipaliteit bedien word.	Verwyder enige moontlike bottelnek in die strukturering van die personeeldiensstaat om doeltreffende en effektiewe besluitnemingsprosesse te bevorder.
4	**Ontwerpbeginsel 4: Buigsaam en skaalbaar vir toekomstige veranderinge**	
	Subontwerpbeginsels	**Moontlike implikasies**
4.1	Die ontwerp moet buigsaam wees om vir veranderinge in dienslewerings-vereistes voorsiening te maak.	Funksies kan ingesluit of uitgehaal word sonder om diensleweringskontinuïteit te ontwrig.
4.2	Gespesialiseerde en professionele steundienste verantwoordelik vir beleidsformulering en voorsiening van professionele dienste moet gesentraliseer word.	Gespesialiseerde en professionele steundienste sal gesentraliseer word, waar van toepassing.
4.3	Transaksionele steundienste moet gesentraliseer word om maksimum skaalbesparings, 'n hoë vlak van standaardisasie, gehalte en konsekwentheid te bereik.	Sentraal geleë steunaktiwiteite per funksie, waar van toepassing.
5	**Ontwerpbeginsel 5: Optimale en produktiewe munisipaliteite**	
	Subontwerpbeginsels	**Moontlike implikasies**

5.1	Die getal lae in ’n soortgelyke kategorie munisipaliteit moenie sewe lae oorskry nie, waar van toepassing.	’n Munisipaliteit moenie meer as sewe lae van die hoogste tot die laagste vlak van die organisasie hê nie, waar van toepassing.
5.2	Die benamingskonvensies van die funksionele eenhede moet logies, gestandaardiseerd en vaartbelyn wees om eenvormigheid regoor die munisipale personeeldiensstaat te verseker.	’n Goed gedefinieerde hiërargie sal toepaslike toesig, klassifisering van vaardighede en beheer oor die gehalte en eenvormigheid van prestasie bevorder.
5.3	Besluitnemingsverantwoordelikheid moet so laag as toepaslik in die organisasie geplaas word.	’n Duidelik gedefinieerde gesagsmatriks moet in plek wees om besluitneming in die implementeringsfase te fasiliteer.
5.4	Verantwoordelikhede moet regdeur die munisipaliteit konsekwent omskryf word vir rolle van soortgelyke aard en doel.	Ampte in verskillende funksionele gebiede van dieselfde kategorie munisipaliteit sal soortgelyke werkspesifikasies hê, hoewel die omvang of fokus kan verskil.
5.5	Die omvang van beheer dryf doeltreffendheid en effektiwiteit aan, maar hang van unieke omstandighede af.	Proporsievasstelling moet gebalanseerde toesig verseker. Oorweeg situasies waar rolle meer tegniese vereistes het, wat die omvang van beheer verklein. Beheeromvang van 1:1 of 1:2 moet, waar moontlik, vermy word.

Hersien en bring in lyn met die diensleweringsmodel en funksionele bedryfsmodel

4. (1) Die hoofdoelwit van die hersiening is om seker te maak dat dit die munisipaliteit se mandaat weerspieël en sy verpligtinge teenoor sy gemeenskap nakom.

(2) Die hersiening moet gerig word deur die behoefte om—

(a) doeltreffendheid te bevorder om die munisipaliteit in staat te stel om sy mandaat uit te voer en op geïntegreerde wyse aan die behoeftes van sy belanghebbendes te voldoen;

(b) effektiwiteit te bevorder, om die munisipaliteit se dienste op ’n kostedoeltreffende manier te kan lewer; en

(c) bemagtiging te bevorder, om toe te sien dat die munisipaliteit in staat is om die vereiste vermoëns van die munisipaliteit doeltreffend te ontwikkel en aan te wend.

(3) Tydens die hersiening van die dienslewerings- en funksionele bedryfsmodel moet die munisipaliteit—

(a) ontleed hoe gemeenskappe en diensontvangers in kategorieë soos geografiese gebiede, demografiese groepe en sosio-ekonomiese groepe gesegmenteer word,

waar die segmentasie gerig word deur begrip vir die gemeenskap se behoeftes en verwagtinge;

(b) die impak van tegnologie, uitkontraktering, inkontraktering, openbare-private vennootskappe, netwerkverhoudings en eenstopdienste, soos veeldoelige gemeenskapsentrums, op die dienslewerings- en funksionele bedryfsmodel oorweeg;

(c) vasstel watter dienste gesentraliseer of deur ’n gedesentraliseerde struktuur gelewer moet word; en

(d) die diensleweringsmodelprototipe wat met die munisipale kategorie ooreenstem, gebruik om—

(i.) te bevestig dat die vermoëns wat in die diensleweringsmodel geïdentifiseer word, die munisipale mandaat weerspieël;

(ii.) die veranderinge aan die munisipale kategorie se diensleweringsmodelprototipe wat by die hersiening van die funksionele bedryfsmodel ingesluit moet word, te identifiseer;

(iii.) die betrokke funksionele bedryfsmodelprototipe te kies wat demonstreer hoe vermoëns in die diensleweringsmodel gekarteer en in werking gestel word;

(iv.) veranderinge na die funksionele bedryfsmodel oor te dra;

(v.) bydraes te lewer oor die voordele en nadele van nuwe voorstelle, insluitende ’n deeglike evaluasie van die risiko’s en geleenthede wat deur elke opsie verteenwoordig word;

(vi.) met die betrokke belanghebbendes in interaksie te tree en met hulle ooreen te kom oor die funksionele bedryfsmodel volgens ’n voorafbepaalde bestuursproses om nakoming van die ontwerpbeginsels en -mandaat te verseker; en

(vii.) goedkeuringsprosesse na te kom en daaraan te voldoen.

Figuur 2

’n Voorbeeld van die diensleweringsmodel oorgedra na ’n funksionele bedryfsmodel

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Neem organisatoriese ontwerpmetriek aan

5. (1) Die organisasie-ontwerpmetriek (sien Tabel 3) moet op die prototipepersoneeldiensstate toegepas word met die doel om met die ontwerp van doeltreffende strukture te help.

(2) Die organisasie-ontwerpmetriek dien as ʼn riglyn en moet binne redelike parameters van afwyking toegepas word.

(3) Die werknemersratio verwys na die getal werknemers wat kern- teenoor steunfunksies verrig—

(a) steunfunksies is intern gerig en lewer dus nie direk dienste aan die gemeenskap nie;

(b) kernfunksies lewer dienste aan die gemeenskap volgens die bevoegdhede en funksies van die munisipaliteit; en

(c) die ratio is gegrond op werklike personeelgetalle en nie die getal rolle nie.

(4) Strukturele laag verwys na die getal rapporteringslae wat in ʼn munisipaliteit bestaan, d.w.s. van die diepste rapporteringslaag van die munisipale werker in die voorste linie af, tot by die munisipale bestuurder—

(a) diep strukture met baie rapporteringslae, meer as ses, is geneig om stadiger besluitnemingsprosesse te hê en is duurder;

(b) vlakker, plat strukture met minder as vyf lae is geneig om knap en doeltreffend te wees, maar sal meer koördinering verg, veral waar die funksie nie ʼn ontwikkelde vermoë is nie; en

(c) afhangende van die grootte van die munisipaliteit, behoort die lae in ʼn munisipaliteit nie sewe strukturele lae te oorskry nie.

(5) Strukturele vorm verwys na die profiel van werknemers op grond van die beroepskategorieë, d.w.s. strategiese, bestuurs-/spesialis- en of bedryfskategorieë, om die soort of vlak talent in die organisasie aan te dui—

(a) die strategiese beroepskategorie verwys na die posisies van die munisipale bestuurder en diegene wat direk aan hom of haar rapporteer;

(b) die bestuurs-/spesialisberoepskategorie verwys na die posisies van die afdelingsbestuurder, bestuurder, toesighouer, professioneel gekwalifiseerde en ervare spesialis, vaardige tegnici en akademies gekwalifiseerde personeel;

(c) die bedryfsberoepskategorie verwys na die halfgeskoolde en ongeskoolde posisies soos operateurs, algemene werkers en administrateurs.

(6) Die omvang van beheer is die getal spanlede wat direk aan ʼn individuele bestuurder rapporteer. Die prototipe verskaf ʼn aantal verwagte direkte rapporterings, maar dit sal oor munisipaliteite verskil, op grond van die aandrywers van die organisasiestruktuur—

(a) die omvang van beheer-metriek (verwys na Tabel 3) moet nie aangewend word om die personeelgetalle vir die munisipale personeeldiensstaat te bepaal nie;

(b) wanneer die omvang van beheer vasgestel word, moet ʼn munisipaliteit die volgende oorweeg—

(i.) die impak van besluitnemingsprosesse vir doeltreffende dienslewering;

(ii.) die koste van die voorgestelde personeeldiensstaat vir die munisipaliteit;

(iii.) die graad van toesig wat dit sal verg, met hoërisikofunksies wat meer toesig vereis.

(7) Tabel 3 sit die organisasie-ontwerpmetriek vir verskillende munisipale kategorieë uiteen:

Tabel 3

Organisasie-ontwerpmetriek vir plaaslike regering: riglyne

Dimensie	Kategorie A	Kategorie B	Kategorie C
Werknemer-ratio	Kern- tot steunwerknemerratio van 80:20		
Strukturele lae	• Ses tot sewe (6-7) lae	• Vyf tot sewe (5-7) lae	• Vyf tot ses (5-6) lae
Strukturele vorm	• Strategies: 0,2 – 1% • Bestuurs-/ Spesialis-: 1 – 20% • Bedryfs-: 80 – 90%	• Strategies: 1% • Bestuurs-/ Spesialis-: 1% - 15% • Bedryfs-: 85% – 95%	• Strategies: 1% • Bestuurs-: 5% – 15% • Spesialis-: 30% – 55% • Bedryfs-: 15% – 30%
Omvang van beheer	• Munisipale Bestuurder: 7 – 8 • Direkteure: 6 – 7 • Afdelingsbestuurders: 5 – 6 • Bestuurders: 5 – 6 • Toesighouers: 9 – 15	• Munisipale Bestuurder: 6 – 8 • Direkteure: 5 – 7 • Afdelingsbestuurders: 5 – 6 • Bestuurders: 5 – 6 • Toesighouers: 9 – 15	• Munisipale Bestuurder: 6 – 8 • Direkteure: 5 – 6 • Afdelingsbestuurders: 4 – 5 • Bestuurders: 4 – 5 • Toesighouers: 9 – 12

Toepassing van organisasie-ontwerpbeginsels en -metriek op die hersiening van personeeldiensstate

6. (1) Die hoofdoel van die hersiening van die personeeldiensstaat is om ŉ doeltreffende en effektiewe struktuur te kry wat met die dienslewering smandaat van die munisipaliteit ooreenstem.

(2) Hersien die munisipale personeeldiensstaat deur van bogenoemde organisasie-ontwerpsmetriek gebruik te maak (verwys na Tabel 3).

(3) Ontwerp die munisipale personeeldiensstaat deur die struktuurprototipe van toepassing op die munisipale kategorie te volg. Die hersiening moet die volgende oorweeg:

(a) identifiseer die posisies en rapporteringslyne en karteer ooreenstemming met die vermoëns en funksies in die funksionele bedryfsmodel;

(b) pas ŉ bo-na-onder-benadering toe om die makrovlak, oftewel bestuursposisies, te anker (die bo-na-onder-benadering gebruik die munisipale mandaat en strategie om die vereiste werk vir die bereiking van dienslewering sdoelwitte te identifiseer en breek dit op in komponente om die munisipale personeeldiensstaat te omskryf);

(c) elke werksposisie in die makrostruktuur of bestuurlaag veronderstel dat voldoende vermoë in die mikrostrukture sal bestaan om hierdie werksposisies te regverdig;

(d) pas ŉ onder-na-bo-benadering toe en begin by die bedryfsposisies, oftewel mikrovlak, en verstaan die impak van transaksionele volumes op personeelgetalle en die samestelling van die bestuurslaag (die onder-na-bo-benadering ondersoek

hoe werksubprosesse en werksprosesse in toepaslike klusters gegroepeer kan word om die munisipaliteit se personeeldiensstaat en rolle te omskryf);

(e) indien die personeelgetalle in die mikrostruktuur onvoldoende is om 'n makrostruktuurpos te regverdig, moet hierdie pos met 'n ander pos saamgesmelt of daarin ingesluit word om 'n voltydse ekwivalente rol te regverdig; en

(f) doen 'n bykomende kapasiteitsmodelleringsoefening met behulp van prosesinligting, indien nodig, soos in artikel 8 beskryf.

(4) Die volgende beginsels lei die proses van struktuurontwerp:

(a) wees bewus van die rapporteringslae van die ontwerp om toe te sien dat die volledige struktuur nie sewe lae, volgens die aanbevole metriek, oorskry nie;

(b) ken rolle aan die betrokke funksies toe wat die rapporteringslyne illustreer;

(c) pas die aanbevole omvang van beheermetriek vir elke laag in die struktuurontwerp toe; en

(d) neem die aanbevole strukturele vorm-metriek vir die soort munisipale kategorie by die ontwerp van die struktuur in ag.

(5) Afwykings van die strukturele prototipes moet die uitsondering wees en voor toepassing goedgekeur word.

Hersiening van kernprosesse

7. (1) Identifiseer en hersien die kernprosesse wat elk van die dienste in die diensleweringsmodel stut.

(2) Die hoofdoel van die hersieningsproses is om maniere te identifiseer om prosesse vaartbelyn te maak om doeltreffendheid en effektiwiteit te verhoog, deur te fokus op daardie gebiede uiteengesit in Tabel 4.

Tabel 4

Fokusgebiede vir proseshersiening

	Fokusgebied	Vrae om te beantwoord
1	Bottelnekke	• Is daar punte in die proses wat vertraag word deur oortollige of onnodige stappe, gebrek aan kapasiteit of ander faktore? • Is daar aktiwiteite wat moet plaasvind, maar nie plaasvind nie weens moontlike verstoppings?
2	Swak skakels	• Word stappe gestrem deur onvoldoende opleiding, of deur toerusting wat herstel of vervang moet word?
3	Swak omskrewe stappe	• Is stappe oop vir interpretasie en word dit moontlik op 'n ander manier deur elke betrokke persoon gedoen, wat lei tot variasie/inkonsekwentheid?
4	Aksies wat min waarde toevoeg	• Is daar stappe wat nie waarde tot die uitsette van die proses toevoeg nie en wat

	Fokusgebied	Vrae om te beantwoord
		uitgeskakel kan word? ('n Goeie vraag om te vra is of 'n klant sou betaal om hierdie stap te laat doen.) • Is te veel mense besig met klein takies wat deur een persoon gedoen kon word?
5	Niekritieke aksies	• Is daar niekritieke stappe (bv. rekordhouding of liassering) wat 'n proses vertraag?
6	Oorhandigings	• Is daar te veel oorhandigings (beweging van werk tussen mense)?
7	Te veel opeenvolging	• Vind stappe te dikwels opeenvolgend plaas waar dit parallel kan plaasvind?
8	Oorheersing van die uitsondering	• Kom problematiese gevalle wat 10% of 20% van die werklas uitmaak, in die pad van die ander 80% of 90%?
9	Eskaleringsgoedkeuring/ Inligtingslusse	• Word daar onnodig na hoër lae in 'n struktuur verwys vir besluitneming of die deel van inligting?
10	Koördinering	• Is daar 'n rol wat ander rolle en take koördineer? ('n Simptoom van 'n swak proses is dikwels personeel wat in isolasie van mekaar/ander werk.)
11	Ongedefinieerde rolle	• Is rolle ongedefinieerd, wat lei tot verwarring oor wie wat doen?
12	Werk en inspeksie	• Is die werklike werk en die inspeksie daarvan aparte aktiwiteite in die proses?
13	Vervoer	• Is daar foutiewe beweging van goedere en dienste tussen plekke, wat lei tot hervervoer na die regte bestemming?
14	Inventaris	• Word meer materiaal en goedere geberg as wat onmiddellik nodig is?

(3) Elke proses behoort gesteun te word deur 'n besluitnemingsregtematriks (RACI) wat spesifiseer wie waarvoor verantwoordelik is, wie aanspreeklik is, wie geraadpleeg moet word, en wie ingelig moet word ten opsigte van elke aktiwiteit in die proses.

(4) Tabel 5 bied 'n illustrasie van 'n voorbeeld van 'n RACI-sjabloon:

Tabel 5

RACI-SJABLOON

	Werktitel	Werktitel	Werktitel	Werktitel	Werktitel	Werltitel	Werktitel	Werktitel
	Lys alle belanghebbendes in die bostaande kolomme wat by die proses betrokke kan wees.							
Prosesstappe								
Lys die prosesstappe en -aktiwiteite								

Sleutel
R = Verantwoordelik: Persoon wat die aktiwiteit uitvoer. (“Responsible”)
A = Aanspreeklik: Persoon wat besluitnemingsmag het. (“Accountable)
C = Raadpleeg: Persoon wat geraadpleeg word voor die aktiwiteit uitgevoer word. (“Consult’)
I = Inlig: Persoon wat van die uitgevoerde aktiwiteit ingelig word. (“Inform”)

Instruksies:
Vul die sjabloon in deur in die betrokke kolomme aan te dui vir elke prosesstap en -aktiwiteit watter persoon verantwoordelik en aanspreeklik is en geraadpleeg en ingelig word.

Voorbeeld van hoe om die ‘RACI’-sjabloon in te vul

Proses	Munisipale Bestuurder	Hoof- Finansiële Beampte	Departements-hoofde	Raad
Ontwikkel die munisipale begroting	***A***	***R***	***C***	***I***

(5) Werkstudiemetodes en -prosedures kan toegepas word om akkuraat vas te stel hoeveel personeellede nodig is om ’n spesifieke diens te verrig.

(6) Die prosesse wat hier bo beoog word, kan die gebruik van verskillende werktuie nodig hê om die tyd te bereken wat dit neem om ’n spesifieke taak te begin en af te handel, insluitende metodes vir die uitvoer van sodanige taak. Op sy beurt sal dit die munisipaliteit help om vas te stel hoeveel personeellede nodig is vir elke werksposisie in die struktuur.

(7) Sommige van die faktore wat kapasiteitsbeplanning beïnvloed, is—

(a) die aard van die funksies wat aan die munisipaliteit toegewys is;

(b) die omvang van en soort dienste wat deur die munisipaliteit gelewer word;

(c) die arbeidsintensiteit van aktiwiteite of die omvang van meganisasie; en

(d) die omvang van uitkontraktering.

Implementeringsplan om die verandering te steun

8. (1) Die hoofdoel van die implementeringsplan is om die munisipaliteit te voorsien van ’n raamwerk om die hersiening van die munisipale personeeldiensstaat doeltreffend te implementeer.

(2) By die beplanning van die implementering van die hersiene personeeldiensstaat, moet die munisipaliteit—

(a) in lyn wees met die bestuursmeganismes vir implementering;

(b) meganismes identifiseer om die maksimum steun vir verandering en die minimum teenstand teen verandering te bekom—

(i.) vereenselwig die voorneme om te verander met die munisipale leierskap;

(ii.) artikuleer die saak vir verandering, insluitende die redes vir die verandering, en hoe dit die munisipaliteit en personeel en veral die breë gemeenskap tot voordeel sal strek;

(iii.) betrek belanghebbendes en vestig ’n kommunikasiebenadering;

(iv.) identifiseer die impak van die verandering om vas te stel hoe die munisipaliteit moet reageer;

(v.) stel die graad van verandering aan ’n werksposisie vas deur van die beginsels in Tabel 6 gebruik te maak;

Tabel 6

Beginsels wat die graad van verandering aan ’n werksposisie rig

Soort verandering	Beskrywing en riglyne
Wesenlike verandering	Behels beduidende veranderinge, wat die volgende kan insluit: • verandering in die getal ondergeskiktes wat aan die persoon rapporteer; • verhoogde verantwoordingspligtigheid, wat die algehele toesig oor ’n aktiwiteit of aktiwiteite behels; • verhoogde verantwoordelikheid vir die onderneming van die funksie; • impak en veranderinge wat verband hou met die fisiese ligging en reisvereistes vir daardie werksposisie; of • verandering in die vlak.
Beperkte of niewesenlike graad van verandering	Geringe veranderinge in die onderneem van die werksposisie waarvoor die persoon maklik opgelei kan word, soos tegnologieveranderinge, ens.
Afgeskaf	Hierdie werksposisie is nie in die nuwe personeeldiensstaat nodig nie, dus word dit afgeskaf en word dit oortollig.
Nie deur die verandering geraak nie	Niks verander aan hoe die werksposisie voorheen, volgens die ou posbeskrywing, uitgevoer is nie.

(c) die opeenvolging van die implementering van die personeeldiensstaat beplan;

(d) ’n begroting opstel vir die personeeldiensstaat en goedkeuring verkry;

(e) die oorgangsbenadering vir die werksmag ontwikkel en beplan;
(f) die inwerkingstelling van die vermoënsoordrag beplan; en
(g) voorsiening maak vir ’n ná-implementeringsplan, insluitend ’n proses om tred met voordele te hou.

Oorhoofse riglyne vir hersiening van personeeldiensstaat

9. (1) By die hersiening van die personeeldiensstaat van die munisipaliteit, moet die munisipale bestuurder soek na geleenthede om—
(a) oortollige bestuurslae te verwyder en, waar nodig, omvang van beheer te vergroot;
(b) poste te skep wat rolle en verantwoordelikhede uitdruklik omskryf en vaartbelyn maak;
(c) die duplisering van dienste of aktiwiteite, veral administratiewe steunfunksies, te verminder;
(d) ad hoc-versoeke vir die skep van poste uit te stel, tensy dwingende redes daarvoor bestaan;
(e) aktiwiteite wat nie waarde toevoeg nie, of vermorsing meebring, uit te skakel;
(f) tegnologiegedrewe bemagtigers bekend te stel (bv. virtuele vergaderings en sosiale netwerke om besteding te verminder, besluitneming te versnel en ’n wyer omvang van beheer moontlik te maak); en
(g) die manier waarop die munisipaliteit, dwarsoor funksies en sake-eenhede, bedryf word, te verbeter.

Algehele noulettendheid by hersiening van personeeldiensstaat

10. (1) Tabel 7 kan gebruik word as ’n noulettendheidsriglyn vir die hersieningsproses van die personeeldiensstaat:

Tabel 7

Fokusgebiede vir proseshersiening

No.	Vraag/Oorwegings	Aksies
Voordat daar met die hersiening van die personeeldiensstaat begin word		
1	Het jy die doel agter die herorganisering of herontwerp van jou munisipaliteit ontleed?	• Bevestig die hoofdoel en die bedoeling van die herorganisering of herontwerp. • Deurdink die oplossing.
2	Verstaan jy watter waarde geskep word en hoe om dit in jou munisipaliteit te versterk?	• Dui duidelik aan waar waarde geskep word. • Wees realisties oor doelwitte en bewus van die onbedoelde gevolge van die herorganisasie of herontwerp en waardeskepping.
3	Het jy 'n duidelik geartikuleerde strategie in lyn met die munisipaliteit se geïntegreerde ontwikkelingsplan?	• Maak seker dat 'n duidelike en eenvoudige strategie geartikuleer word vir die herorganisering of herontwerp van die munisipaliteit se administrasie. • Gebruik feitelike inligting om insig in kwessies en feite-gebaseerde oplossings aan te dryf.
Die ontwerp van die nuwe personeeldiensstaat		
4	Hoe ambisieus wil jy wees en hoe ver wil jy gaan met die herorganisering of herontwerp?	• Stel vooraf vas hoeveel verandering die munisipaliteit sal moet onderneem, of kan onderneem. • Kry balans tussen die oogmerk en die strategiese behoefte aan verandering.
5	Het jy duidelikheid oor die omvang, benadering, werktuie en tempo van die projek?	• Kom ooreen oor die benadering en tempo wat die munisipaliteit pas. • Verseker dat die leierskap en arbeidsmag inkoop voor daar met die proses begin word.
6	Hoe sal jy weet of jou herorganisering of ontwerp die regte een is?	• Maak seker dat die herorganisering of herontwerp 'n kombinasie is van goeiepraktyk- kwalitatiewe dataontleding en gefasiliteerde sessies met kernbelanghebbendes. • Toets en ontwerp teen organisatoriese scenarios.
Stel die nuwe personeeldiensstaat in plek		
7	Is die munisipaliteit gereed vir moontlike verskuiwings en ontwrigtings?	• Wees bewus dat dit nodig is om die oorgang versigtig te bestuur. • Betrek personeel proaktief om hulle vir die komende verandering voor te berei.
8	Het jy uit vorige ondervinding geleer hoe om organisatoriese verandering te implementeer?	• Behou die ontwerpintegriteit regdeur die praktiese realiteite en botsende prioriteite. • Wees bewus dat die verandering van die struktuur vir gladde dienslewering meer is as om net die rapporteringslyne te verander.
9	Hoe gaan jy kollektiewe verantwoordingspligtigheid balanseer, momentum behou en die integriteit van die herorganisering of herontwerp behou?	• Voorafbeplanning is belangrik om energie en toewyding vol te hou.

No.	Vraag/Oorwegings	Aksies
10	Beskik jy oor 'n span leiers (senior bestuurders) met die vermoë, energie en entoesiasme om die ontwerp te lei en die resultate in te bed?	• Identifiseer 'n duidelike kampvegter met die mag om op te tree wat deur die personeel gevolg kan word. • Hou in gedagte dat leierskap binne 'n munisipale opset vaardigheid en gewilligheid vereis om die verandering deur te sien. • Maak seker dat jou leiers (senior bestuurders) toegerus is om die verandering aan te dryf.

RIGLYN 1B

ONTWIKKELING VAN 'N POSBESKRYWING

1. (1) Die ontwikkeling van 'n posbeskrywing moet voorafgegaan word deur—

(a) die insameling van relevante inligting oor die werksposisie, insluitende maar nie daartoe beperk nie onderhoudvoering met die toesighouer en, waar toepaslik, die huidige houer van die pos, 'n arbeidsverteenwoordiger, of die doen van 'n vergelykende ontleding van soortgelyke poste in ander munisipaliteite van soortgelyke grootte;

(b) die invul van die werksontledingsvraelys en die posbeskrywingsjabloon;

(c) die verifikasie van die korrektheid van die posbeskrywing; en

(d) raadpleging van die betrokke ondertekenaars van die posbeskrywing vir finale bevestiging en goedkeuring.

(2) Wanneer die posbeskrywing ontwikkel en goedgekeur is, moet dit vir werksposisie-evaluering verwys word.

Tabel 8 sit 'n tipiese posbeskrywingsjabloon uiteen wat vir die ontwikkeling van posbeskrywings deur munisipaliteite gebruik kan word:

Tabel 8

Sjabloon vir posbeskrywing

POSBESKRYWING

AFDELING A: WERKTITEL EN INLIGTING

A.1 POS-IDENTIFIKASIE	
1. Munisipaliteit	
2. Werk-/Postitel	*Werktitel volgens voorgestelde nuwe struktuur*
3. Aantal poste	*Volgens voorgestelde nuwe struktuur*
4. Werkgraad	*Moenie invul nie, graad sal later toegeken word*
5. Datum waarop graad gemagtig is	*Moenie invul nie*
6. Pos-identifikasie-nommer(s)	*Moenie invul nie*
7. Naam van huidige houers(s) en diensnommer(s)	*Vul in indien jy oor die besonderhede beskik*
A.2 LIGGING VAN WERK/POS	
Departement	*Volgens struktuur*
Eenheid	*Volgens struktuur*
Afdeling	*Volgens struktuur*

A.3 OMLIGGENDE WERKPOSISIES/POSTE	
Onmiddellike toesighouer	
Werktitel	Pos-identifikasienommer
Werktitel van direkte senior	
Onmiddellike ondergeskiktes	
Werktitel(s)	Pos-identifikasienommer(s)
Werktitel van ondergeskiktes	
Gereeldheid van toesig	

AFDELING B: DOEL, PLIGTE EN VERANTWOORDELIKHEDE VAN WERK

B.1 DOEL VAN WERK

Verduidelik die hoofdoel van die werk, verkieslik in een of twee sinne.

B.2 PLIGTE VAN DIE POS

NO.	KERN-PRESTASIE-GEBIEDE (Wat)	INSET (Metodes Gebruik) (Hoe)	Uitset (Verwagte Resultate) (Waarom)	FREKWENSIE
	Wat? *Verwys na die mees sigbare, konkrete aksies of hoofaktiwiteite wat in die werk gedoen word.*	***Hoe?*** *Verwys na die metodes, prosesse en werktuie nodig om die vereiste aksies uit te voer.*	***Waarom?*** *Verwys na die rede waarom die hoofaktiwiteit uitgevoer word, of die algehele doel van daardie spesifieke taak. Wat is die einddoelwit?*	*Wat is die frekwensie van elke aktiwiteit?* • *Deurlopend* • *Daagliks* • *Weekliks* • *Maandeliks* • *Soos en wanneer nodig*
	Bv. Ontvangspersoon beheer ontvangsgebied	Bv. • Groet besoekers en vind die aard van die besoek uit • Gee besoekers aanwysings na die toepaslike individue • Maak seker dat besoekers wat wag verversings aangebied word • Hou die ontvangsgebied netjies	Bv. • Om seker te maak dat professionaliteit en goeie eerste indrukke in stand gehou word.	Bv. • Deurlopend
	Bv. Sekretaris sorteer en roeteer inkomende en uitgaande korrespondensie en pos van die kantoor	Bv. • Kommunikeer en versprei korrespondensie en inligting soos en wanneer nodig • Hou akkuraat rekord van en bestuur daagliks inkomende korrespondensie van die direkteur in prioriteitsvolgorde • Kontroleer dat faks-, e-pos- en poskorrespondensie en antwoorde namens die direkteur gedoen word • Reageer direk op onbelangrike korrespondensie namens die direkteur	Bv. • Sodat daar geen agterstand is nie, items geprioritiseer word en elke persoon die regte pos ontvang.	Bv. • Daagliks

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B.3 GESAG VAN DIE POS Dit bied ’n opsomming van die gesag van die werkhouer om besluite te neem of onafhanklik op te tree sonder verwysing na ’n meerdere. Perke van gesag kan ook ingesluit word (bv. nie toegelaat om … nie).
Die pos is aanspreeklik vir alle uitkomstes wat verband hou met _____ (funksie, bv. Mensehulpbronbestuur) en is gemagtig om besluite te neem oor bedryfskwessies binne die sfeer van departementele beleid en prosedures en wette wat optrede in gevalle van nienakoming reguleer. *Moet verseker dat _____ (funksie, bv. Mensehulpbronbestuur) se beleid, prosedures en strategieë ooreenstem met die betrokke wetgewing en statutêre reëls, regulasies en voorskrifte.* *Bestuur die _____ (Departement) ingevolge finansiële en gedelegeerde bedryfsbevoegdhede.* *Verantwoordelik vir die afdwinging van alle raadsbeleid op _____ (funksie, bv. Mensehulpbronbestuur en verwante prosedures).* *Goedkeuring van aanstellings, organisatoriese struktuur en nuwe beleid moet vir goedkeuring aan die raad gerapporteer word.* *Bestuur van hulpbronne toegewys aan die Departement ooreenkomstig raadsbeleid.* *Tree onafhanklik op met verwysing na die lynbestuurder en ingevolge die volgende wetgewing en regulasies:* • *Alle beleid, prosedures en strategieë ooreenkomstig wetgewende en statutêre reëls, regulasies en munisipale verordeninge* • *Wet op Plaaslike Regering: Wet op Munisipale Stelsels, 2000 (Wet 32 van 2000), Wet op Plaaslike Regering: Munisipale Strukture, 1998 (Wet 117 van 1998), “Employment Equity Act, 1998” (Wet 55 van 1998), “Skills Development Act, 1998” (Wet 97 van 1998), Wet op Basiese Diensvoorwaardes, 1997 (Wet 75 van 1997), Wet op Arbeidsverhoudinge, 1995 (Wet 66 van 1995), SAPRA-riglyne ens.* • *Enige ander wetgewing wat betrekking het op plaaslike regering en mensehulpbronne* • *Alle toepaslike raadsbeleide, produrele opdragte, administratiewe prosesse en prosedures* • *“Wet op Nasionale Omgewingsbestuur, 2003” (Wet 47 van 2003), en die Wet op Plaaslike Regering: Munisipale Finansiële Bestuur, 2003 (Wet 56 van 2003)*

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AFDELING C: WERKSPESIFIKASIE

Vaardighede wat met ŉ pos verband hou, sluit in opvoeding of ondervinding, gespesialiseerde opleiding en persoonlike kenmerke en vermoëns.

C.1 NOODSAAKLIKE VEREISTES VAN DIE POS Vermeld die minimum opvoeding, kwalifikasies en ondervinding wat nodig is om die werk bekwaam te verrig.	
Kwalifikasie	*Voer in die minimum opvoedingsvlak (bv. Graad 10 / B.Com) wat nodig is om die werk bekwaam te verrig. Die huidige houer van die pos beskik nie noodwendig oor hierdie kwalifikasies nie, maar dit word beskou as noodsaaklik om die werk bekwaam te verrig.*
Redes vir noodsaaklike kwalifikasie	*Intrinsieke werksvereiste*
Ondervinding	*Teken die minimum hoeveelheid tyd en soort ondervinding aan wat nodig is voor aanstelling in hierdie pos – nie noodwendig waaroor die huidige houer van die pos beskik nie, maar eerder wat die werk vereis.*

C.2 VOORKEURVEREISTES VAN DIE POS	
Kwalifikasie	*Benewens die noodsaaklike vereistes hierbo, bv. nagraadse kwalifikasie in _____ (funksionele gebied) of verwante gebied*
Redes vir voorkeurkwalifikasie	*Werksvereiste*
Ondervinding	*Vermeld die nodige bykomende hoeveelheid ondervinding aan.*

C.3 BEVOEGDHEIDSVEREISTES VAN DIE POS Slegs waar dit direk betrekking het op die uitvoer van die werk	
1.	*Strategiese bestuursvaardighede*
2.	*Sakebestuursvaardighede*
3.	*Kommunikasievaardighede (verbaal en skriftelik)*
4.	*Beplannings- en organiseringsvaardighede*
5.	*Finansiële bestuursvaardighede*
6.	*Moet onder druk kan werk*
7.	*Goeie interpersoonlike vaardighede*
8.	*Onderhandelingsvaardighede en konflikhanteringsvaardighede*
C.4 SPESIALE VOORWAARDES EN FISIESE VEREISTES WAT MET DIE POS VERBAND HOU	
1.	*Gesonde persoon – vermoë om lang ure te werk en by spertye te hou*
2.	*Moet buite werksplek kan besoek aflê, soos en indien nodig, en vergaderings ná ure bywoon*

C.4 INVLOED EN KOMMUNIKASIE Illustreer die belanghebbendes wat deur hierdie pos beïnvloed sal word en ook die doel van die kommunikasie		
Lys hoofklante/-belanghebbendes	**Doel van interaksie**	**Gereeldheid van interaksie**

AFDELING D: GOEDKEURING VAN POSBESKRYWING

D.1 GEWAARMERK AS KORREK				
Ons, die ondergetekendes, bevestig dat ons oor die inhoud van hierdie posbeskrywing oorleg gepleeg het en bevestig hiermee dat ons die inligting daarin bevat as ’n korrekte weergawe van die konteks en inhoud van die pos beskou.				
TITEL	**NAAM**	**PERSONEEL-NOMMER**	**HANDTEKENING**	**DATUM**
Departementshoof				
Direkte toesighouer				
Vakbond-verteenwoordiger				
Huidige houer van pos				

HOOFSTUK 2

WERWING, KEURING EN AANSTELLING VAN PERSONEEL

RIGLYN 2A

WERWING, KEURING EN ADVERTERING VAN VAKANTE POSTE

Inleiding

1. (1) Die werwing en keuring van personeel vorm deel van die munisipaliteit se personeellokstrategie en sy breër talentbestuursraamwerk.

(2) Die werwing en keuring van personeel moet die munisipaliteit se kapasiteitsbehoeftes steun en bevorder.

(3) Werwingstrategieë behoort ontwerp te word om diverse, gekwalifiseerde aansoekers, insluitende persone met skaars vaardighede, aan te trek en te behou.

Versoek om vakante of nuwe pos te vul

2. (1) Wanneer ’n pos vakant raak, of ’n nuwe pos geskep is wat nog nie gevul is nie, moet die toesighouer onder wie se gedelegeerde gesag die pos val—

(a) by die bestuurder wat vir mensehulpbronne verantwoordelik is, bevestig dat die pos goedgekeur en befonds is;

(b) die nodige posbeskrywing in samewerking met mensehulpbronne ontwikkel;

(c) ’n skriftelike versoek en motivering opstel om die vakante of nuwe pos te vul; en

(d) toesien dat die gespesifiseerde inherente vereistes van die werk redelik en nodig is om die pligte wat met die pos verband hou, te verrig en nie diskriminerend is nie.

(2) Die skriftelike versoek en motivering om die vakante of nuwe pos te vul, moet vir goedkeuring aan die betrokke bestuurder voorgelê word, soos uiteengesit in regulasie 11(3)(a).

Advertering van vakante pos

3. (1) Nadat goedkeuring verleen is om 'n vakante pos te vul, behoort mensehulpbronne 'n advertensie op te stel om die pos binne die munisipaliteit en ekstern, waar gepas, te adverteer.

(2) Die posadvertensie moet ten minste die vereistes wat in regulasie 14(2) uiteengesit is, vermeld.

(3) Advertensies moet só geplaas word dat dit die grootste moontlike poel interne en eksterne aansoekers so doeltreffend en effektief as moontlik sal bereik.

(4) Die munisipale bestuurder moet bepaal of 'n werwingsagentskap of talentsoekproses vir enige werwingsproses gebruik moet word.

(5) Die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie dit gedelegeer is, is daarvoor verantwoordelik om interne en eksterne advertensies gelyktydig in die mees gepaste forums of publikasies te plaas.

(6) Die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie hierdie funksie toegewys is, moet alle interne en eksterne aansoeke aanteken en moet die inligting bywerk namate die keuringsproses verloop.

(7) Die rekord wat gehou moet word, moet aan die Regulasies voldoen.

Kortlyste

4. (1) Kortlyste verwys na die proses waardeur die aantal aansoekers wat vir die vakante pos oorweeg word, verminder word.

(2) 'n Stel keuringsmaatstawwe moet vasgestel en toegepas word om toe te sien dat die proses billik en niediskriminerend is.

(3) Die keuringspaneel wat aangestel is om die aanstelling van persone in die vakante pos aan te beveel, moet die kortlys opstel.

(4) Die aanstelling van die keuringspaneel moet aan regulasie 16 voldoen.

(5) Die keuringsmaatstawwe moet objektief wees en met die vereistes van die pos en die toekomstige behoeftes van die munisipaliteit verband hou.

(6) Die aangestelde keuringspaneel moet die maatstawwe vasstel volgens—

(a) die spesifieke bevoegdhede, vaardighede en vermoëns wat nodig is vir bevredigende prestasie in die pos; en

(b) die kernprestasiegebiede van die vakante pos.

(7) Die toesighouer en die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie dit gedelegeer is, moet oor die metodes vir die opstel van die kortlys ooreenkom voordat dit toegepas word, wat die keuring van curriculum vitae, telefoniese onderhoude en bevoegdheidsgebaseerde evaluasies kan insluit.

(8) Die getal mense op die kortlys moet beperk word tot diegene wat in hul aansoeke aangedui het dat hulle duidelik aan die minimum vereistes voldoen, wat die volgende insluit:

(a) al die vaardighede, kennis, bevoegdhede en vermoëns soos in die posbeskrywing geïdentifiseer waaroor die potensiële kandidaat by aanstelling moet beskik, of wat die kandidaat binne 'n redelike tyd kan bekom; en

(b) al die kwalifiserende maatstawwe vir die pos.

(9) Die toesighouer en die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie dit gedelegeer is, moet formele kwalifikasies, vorige leer en relevante ondervinding, of die vermoë om die nodige vaardighede en bevoegdhede binne ŉ redelike tyd te bekom, in ag neem.

(10) Indien ŉ groot getal aansoekers aan die minimum keuringsmaatstawwe voldoen, kan die kortlys verder verkort word.

(11) Die keuringspaneel moet ŉ omvattende rekord hou van die kortlysproses en die besluite wat geneem word.

Bevestiging van referente en van persoonlike getuigskrifte

5. (1) Die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie dit gedelegeer is, moet die sifting van die kandidate op die kortlys ooreenkomstig regulasie 19 doen.

(2) Die resultate van die siftingsproses moet vir elke kandidaat op die kortlys skriftelik vasgelê word en aan die keuringspaneel voorgelê word.

Onderhoude

6. (1) Die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie die funksie toegewys is, moet binne vyf dae ná afhandeling van die sifting, die volgende aan die keuringspaneel voorlê:

(a) die kortlys van kandidate; en

(b) die resultate van die siftingsproses.

(2) Daar moet met elkeen van die kandidate op die kortlys ŉ onderhoud gevoer word.

(3) Die doel van die onderhoud is om uit te brei op inligting wat in die aansoek verskaf is, nuwe inligting in te samel, die aansoeker se graad van bevoegdheid verder te assesseer en vas te stel of die aansoeker aan die vereistes van die pos voldoen.

(4) Voor daar met die onderhoude begin word, moet die paneel vergader om die volgende te bevestig:

(a) die proses wat gevolg moet word;

(b) die keuringsmaatstawwe vir die geadverteerde pos, gebaseer op die betrokke kwalifikasies, ondervinding, bevoegdhede, vaardighede en kundigheid wat vir die pos vereis word; en

(c) die vrae wat gevra gaan word.

(5) Tydens die onderhoud is die keuringspaneel daarvoor verantwoordelik om toe te sien dat—

(a) die onderhoud gestruktureer is;

(b) die tegnieke van vrae stel konsekwent in alle onderhoude gebruik word;

(c) daar ŉ bevoegdheidsgebaseerde fokus op die vereistes van die werk is; en

(d) die onderhoud nie diskrimineer op grond van ras, geslag of gestremdheid nie.

(6) Gedurende die onderhoud moet die paneel toesien dat die aansoeker met wie die onderhoud gevoer word, ŉ redelike geleentheid gegun word om vrae oor die pos en diens by die munisipaliteit te vra.

(7) Die keuringspaneel moet ŉ skriftelike rekord hou van hul evaluering van die kandidate met wie onderhoude gevoer is.

(8) Nadat al die relevante inligting oorweeg is, moet die keuringspaneel op die meeste drie kandidate, in volgorde van voorkeur, aanbeveel of, indien geen kandidaat geskik bevind word nie, aanbeveel dat die pos weer geadverteer word.

(9) Voldoende rekords van die hele keuringsproses moet in stand gehou word, insluitende: maatstawwe vir keuring en die opstel van die kortlys; redes vir insluiting of uitsluiting van kandidate; afskrifte van ander evalueringsresultate; notas oor die onderhoudevaluerings van elke kandidaat; die nagaan van referente; en notas oor die beraadslaging waaruit die keuringsbesluit spruit. Hierdie rekords moet in ’n veilige plek op die munisipaliteit se perseel bewaar word.

(10) Ná afhandeling van die onderhoude moet die bestuurder wat vir mensehulpbronne verantwoordelik is, in samewerking met die voorsitter van die keuringspaneel, ’n skriftelike motivering opstel wat die volgende uiteensit:

(a) die keuringsproses;

(b) die uitkomstes van die sifting van die kandidate;

(c) die uitkomstes van die onderhoudassesserings; en

(d) die aanbevelings van die keuringspaneel; vir die munisipale bestuurder, of die personeellid aan wie hierdie funksie toegewys is.

Aanstelling

7. (1) Die aanstelling van die goedgekeurde kandidaat moet ooreenkomstig regulasie 20 afgehandel word.

(2) Die bestuurder wat vir mensehulpbronne verantwoordelik is, of die personeellid aan wie die funksie toegewys is, moet—

(a) ’n aanbod en aanstellingsbrief aan die goedgekeurde kandidaat voorlê; en

(b) alle ander kandidate met wie onderhoude gevoer is, in kennis stel dat hulle onsuksesvol was.

RIGLYN 2B

WERWINGSREKWISISIEVORM

Tabel 9 is ’n werwingsrekwisisievorm, wat ingevul moet word wanneer ’n besluit geneem word om iemand vir ’n pos te werf.

Tabel 9

Werwingsrekwisisievorm

Die munisipaliteit is daartoe verbind om diversiteit en billikheid in alle kategorieë en op alle vlakke in die werkplek te handhaaf.	
Naam van afdeling	
Naam van departement	
Pos	
Graad	
Minimum voorgeskrewe opvoeding	
Minimum voorgeskrewe ondervinding	
Hoofverantwoordelikhede	
Inherente werkvereistes	
Voorgeskrewe bevoegdheidsvereistes	
Medium van advertering	
Intern: ……	Ekstern: ……..
Rede vir werwing:	Nuwe pos/ Bykomende pos/ Bedanking van personeellid/ Bevordering/ ens.
Ander: Vermeld	
Beskikbaarheid van begroting	Ja/Nee
Indien Nee, meld redes	

…… …….....

Departementshoof (DH) Datum

Volle Naam: ……..

Aanbeveel/Nie aanbeveel nie

…….. …….....
DH: Mensehulpbronne Datum

Volle naam: …….

Goedgekeur/Nie goedgekeur nie

…….. ……..
Uitvoerende Direkteur/Direkteur Datum

Naam: …….

RIGLYN 2C
ONDERHOUDHANDLEIDING

1. Tabel 10 volg ’n onderhoudpaneelassesseringsvorm wat tydens die onderhoud deur elke lid van die onderhoudpaneel ingevul moet word en riglyne vir die invul van die vorm.

Tabel 10

Onderhoudpaneelassesseringsvorm

Naam van ondervraer	
Naam van aansoeker	
Datum van onderhoud	
Posisie(s) waarom aansoek gedoen word	
Notas en algehele indruk van die kandidaat in woorde	
Aanbeveling	

_____ _____
Handtekening van paneellid Datum

Riglyne vir ’n onderhoud

Algemeen:

- Alle kandidate is op dieselfde vrae geregtig. Dit dra by tot ’n konsekwente onderhoudproses wat regtens verdedig kan word.
- Hou rekord van die kandidaat se antwoorde. Dit dien as bewys vir die tellings wat jy toeken en sal nodig wees indien jy van diskriminerende taktieke beskuldig sou word.
- Moet nooit persoonlike opmerkings maak oor die antwoorde wat die kandidaat op die vrae wat gevra word, gee nie.

- Moenie vrae oor die kandidaat se persoonlike lewe vra nie, d.w.s. vrae soos “Wat is jou huwelikstatus?” of “Beplan jy om binnekort kinders te hê?"
- Aan die einde van die onderhoud, bedank die kandidaat vir sy of haar tyd en verduidelik wat die volgende stappe in die proses is.

Hoe om die onderhoud te begin:

Begin die onderhoud deur na die volgende hoofpunte te verwys:

- Dat die munisipaliteit geïdentifiseer het wat, buiten vaardighede en ondervinding, belangrik is om goed in die posisie te presteer;
- Verduidelik dat, hoewel ons nog nie weet wanneer die uitslag van die werwingsproses beskikbaar sal wees nie, ons daartoe verbinnd is om die proses so gou as moontlik af te handel en dat alle kandidate in kennis gestel sal word wanneer die inligting beskikbaar is;
- Stel jou bekend en verduidelik aan die kandidaat dat jy ŉ gestruktureerde onderhoud gaan voer, en hom of haar vir spesifieke voorbeelde gaan vra van waar hy of sy sekere goed gedoen of sekere aksies uitgevoer of besluite geneem het; en
- Dat jy soveel moontlik inligting tydens die onderhoud moet aanteken en jy dus baie tydens die onderhoud sal skryf.

Notas:

- Luister na die antwoorde en evalueer die gehalte en diepte van die antwoorde.
- Teken jou indrukke van die kandidaat aan.
- Maak notas van enige bewyse van bevoegdhede wat die kandidaat demonstreer.

Die graderingskaal in Tabel 11 moet gebruik word wanneer onderhoude met kandidate gevoer word.

Tabel 11

Evaluasiegraderingskaal

Evaluasiegraderingskaal		
Skaal	**Beskrywing**	**Prestasie-aanwysers**
4	**Uitstekend**	Die aansoeker beskik oor buitengewoon goed ontwikkelde en relevante vaardighede en vermoëns vir die tegniese en/of gedragsbevoegdhede wat nodig is om in die posisie te presteer.
3	**Bevoeg**	Die aansoeker beskik oor relevante vaardighede, kennis en vermoëns. Die aansoeker voldoen in die algemeen aan hierdie maatstaf.

Evaluasiegraderingskaal		
Skaal	**Beskrywing**	**Prestasie-aanwysers**
2	**Vereis ontwikkeling**	Die aansoeker beskik oor sommige vaardighede, kennis en vermoëns wat met die maatstaf verband hou, maar is beperk in ander. Hy of sy het verdere opleiding en ontwikkeling nodig om aan die vereiste standaarde vir hierdie maatstaf te voldoen.
1	**Onbevredigend (substandaard)**	Die aansoeker kan nie bewys dat hy of sy oor voldoende vaardighede, kennis en vermoëns met betrekking tot die maatstaf beskik nie. Hy of sy sal nie geskik wees om die pligte van die amp te verrig nie.

Afsluit van die onderhoud:

- Bedank die kandidaat dat hy of sy die onderhoud bygewoon het.
- Gee aan die kandidaat die geleentheid om vrae te vra.
- Verduidelik die volgende stap in die proses en enige tydsraamwerke, insluitende wie hulle sal kontak en wanneer.

RIGLYN 2D

VERKLARING VAN BELANGEBOTSING DEUR LID VAN ONDERHOUDPANEEL

LOGO VAN MUNISIPALITEIT

VERTROULIKHEIDSVERKLARING DEUR ELKE LID VAN KEURINGSPANEEL

ONDERHOUDE VIR DIE GEADVERTEERDE POS VAN ……..
(NAAM VAN DIE GEADVERTEERDE POS)

Datum: dd/mm/jj

Ek, ……, verklaar hiermee dat ek die bepalings van regulasie 24 van die Plaaslike Regering: Munisipale Personeelregulasies gelees het.

Ek verklaar hiermee verder dat—

(a) ek geen persoonlike belang het by enige van die kandidate met wie onderhoude gevoer is nie;

(b) daar hoegenaamd geen verwantskap bestaan tussen my en die kandidate met wie onderhoude gevoer is nie;

(c) ek nie enigiets aan enige van die kandidate met wie onderhoude gevoer is, verskuldig is of omgekeerd nie;

(d) my deelname aan hierdie onderhoude sal op geen wyse ŉ belangebotsing of onbehoorlike invloed of poging tot beïnvloeding van die aanstel of bevordering van ŉ gade, lewensmaat, gesinsvriend, vriend of kennis veroorsaak nie;

(e) ek nie die uitslag van hierdie onderhoude sal bespreek of enige kandidaat met wie ŉ onderhoud gevoer is, oor die uitslag van hierdie onderhoude sal inlig nie;

(f) alle besprekings wat uit die onderhoudproses spruit, as streng vertroulik gehanteer sal word en geen inligting aan enige kandidaat of persoon wat nie deel is van die keuringspaneel nie, bekend gemaak sal word nie, totdat die munisipale bestuurder of sy of haar gedelegeerde die aanbevelings van die keuringspaneel goedgekeur het en die suksesvolle kandidaat behoorlik van die uitslag van die besluit van die munisipale bestuurder of sy of haar gedelegeerde in kennis gestel is.

Geteken te ……. op hierdie …… dag van……. 20…..

……
Handtekening: Keuringskomiteelid

……
Handtekening: Voorsitter

LOGO VAN DIE MUNISIPALITEIT

VERKLARING VAN VERTROULIKHEID DEUR PERSONEELLID WAT TYDENS DIE KEURINGSPROSES SEKRETARIËLE DIENSTE VERSKAF

ONDERHOUDE VIR DIE GEADVERTEERDE POS VAN…….. (NAAM VAN DIE GEADVERTEERDE POS)

Datum: dd/mm/jj

Ek, ……, verklaar hiermee dat ek die bepalings van regulasie 24 van die Plaaslike Regering: Munisipale Personeelregulasies gelees het.

Ek verklaar hiermee verder dat—

(a) ek geen persoonlike belang het by enige van die kandidate met wie onderhoude gevoer is nie;

(b) daar hoegenaamd geen verwantskap tussen my en die kandidate met wie onderhoude gevoer is, bestaan nie;

(c) ek nie enigiets aan enige van die kandidate met wie onderhoude gevoer is, verskuldig is of omgekeerd nie, of *vice versa*;

(d) my deelname aan hierdie onderhoude op geen wyse 'n belangebotsing of onbehoorlike invloed of poging tot beïnvloeding van die aanstel of bevordering van 'n gade, lewensmaat, gesinsvriend, vriend of kennis sal veroorsaak nie;

(e) ek nie die uitslag van hierdie onderhoude sal bespreek of enige kandidaat met wie 'n onderhoud gevoer is oor die uitslag van hierdie onderhoude in kennis sal stel nie;

(d) alle besprekings wat uit die onderhoudsproses spruit, as streng vertroulik gehanteer sal word en geen inligting aan enige kandidaat of persoon wat nie deel van die keuringspaneel is nie, bekend gemaak sal word nie, totdat die munisipale bestuurder of sy of haar afgevaardigde die aanbevelings van die keuringspaneel goedgekeur het en die suksesvolle kandidaat behoorlik oor die uitslag van die besluit van die munisipale bestuurder of sy of haar afgevaardigde in kennis gestel is.

Geteken te …… op hierdie …… dag van…… 20…..

……
Handtekening: Sekretaris

……
Handtekening: Voorsitter

RIGLYN 2E

INLYWING VAN PERSONEEL

Inleiding

1. (1) Die inlywing van personeel is noodsaaklik om te verseker—

(a) dat nuut aangestelde personeellede omvattend aan die aktiwiteite, etos en kultuur van ’n munisipaliteit bekendgestel word; en

(b) personeellede vinnig integreer en oor die lang termyn behou word.

(2) Inlywing is ’n belangrike komponent van die munisipaliteit se strategieë en prosedures vir werwing en keuring, kapasiteitsbou en behoud van personeel.

Beginsels en doel

2. (1) Die belangrikheid van konsekwente inlywing vereis van alle nuwe munisipale personeellede om ’n gestandaardiseerde inlywingsprogram binne een maand ná aanvang van diens by te woon.

(2) Inlywingsprogramme moet tot gevolg hê dat nuwe personeellede ’n duidelike begrip het van die bedrywighede van die munisipaliteit, asook die strukture, strategie, doelwitte en kultuur daarvan.

(3) Munisipaliteite moet inlywingsprogramme gebruik om:

(a) nuwe werk nemers op ’n konstruktiewe manier te verwelkom wat ’n positiewe beeld van die munisipaliteit uitdra;

(b) die personeellid aan die werksomgewing en sy of haar kollegas bekend te stel;

(c) integrasie met die werksfunksies, die departement, span en die munisipaliteit as geheel, te fasiliteer;

(d) omvattende inligting oor die munisipaliteit se beleid, gesondheids- en veiligheidsvereistes, prosedures, geriewe en dienste aan die nuwe personeellid te verskaf;

(e) prestasiestandaarde, verwagtinge en vereiste gedragspatrone vir doeltreffende werksprestasie uit te lig en bekend te stel;

(f) ’n stewige fondament te lê vir die personeellid om die uitdagings van die pos te aanvaar en ’n verbintenis met die munisipaliteit op te bou; en

(g) doeltreffende kommunikasiekanale oop te maak.

Riglyne vir inlywingsprosedure

3. (1) Die volgende stappe dien as ’n riglyn vir enige inlywingsprogram:

(2) Stap 1: Voorbereiding voor aankoms en laat weet ontvangs en die span:

(a) Berei voor die personeellid se aankoms 'n inligtingspakket vir hom of haar voor, wat ten minste die volgende inligting bevat:

(i) verwelkomingsbrief van die munisipale bestuurder en departementshoof;
(ii) aanbodbrief en besonderhede van pakket;
(iii) oorsig van voordele;
(iv) gedragskode;
(v) posbeskrywing;
(vi) begindatum, waar en aan wie om te rapporteer;
(vii) kontaknaam van werwingspesialis.

(b) Een week voor die begindatum moet die toesighouer 'n beleefdheidsoproep na die nuwe personeellid maak.

(c) Voor die aankoms van die nuwe personeellid (d.w.s. 'n dag of twee voor die nuwe personeellid begin), moet die toesighouer ontvangs en die betrokke span in kennis stel dat die nuwe personeellid by hulle sal aansluit en inligting oor die personeellid se aankoms verskaf om 'n verwelkomende eerste dag te verseker. Die toesighouer moet seker maak dat ontvangs weet van die nuwe personeellid se aankoms en vir die personeellid aanwysings na sy of haar nuwe werkstasie kan gee.

(3) Stap 2: Berei die werkstasie voor: Maak seker dat die werkarea of lessenaar oop en skoon is en voorsien skryfbehoeftes. Indien die personeellid 'n persoonlike rekenaar nodig het, reël een en fasiliteer wagwoordtoegang. Reël ook parkering en die nodige toegangskaarte, indien nodig.

(4) Stap 3: Eerste- en tweede-dag-oriëntasie: Dit moet deur Mensehulpbronne en die betrokke toesighouer gereël en bestuur word. Die oriëntasie moet ten minste die volgende behels:

(a) Verskaf 'n toer van die werksplek: Verskaf 'n begeleide toer van die munisipaliteit se werkareas waarmee die personeellid die meeste kontak sal hê, asook van personeel en kantoorgeriewe. Stel die personeellid aan kollegas bekend.

(b) Bied algemene administratiewe steun aan die personeellid (skep personeelrekord, skep betaallysrekord, verduidelik en finaliseer voordele, wys uniform en werkstoerusting toe, stel rekenaar en e-posadres op, aktiveer telefoon, verskaf sleutels en toegangskaarte, reik skryfbehoeftes en visitekaartjies uit, wys parkering toe, soos van toepassing).

(c) Die personeellid moet sy of haar dienskontrak asook afskrifte van die munisipaliteit se beleide ontvang en kan gevra word om die dienskontrak en 'n afskrif daarvan, wat hy of sy kan hou, te onderteken.

(d) Reël 'n vergadering met die toesighouer om die volgende in besonderhede te bespreek—

(i) verwagtinge (bv., sleutelprestasiegebiede of SPG's);
(ii) werksrooster en take vir die volgende twee weke;
(iii) aanspreeklikheidsraamwerk (vergaderings en rapporteringslyne);
(iv) inligting oor die departement waarby hy of sy sal aansluit. Dit sal insluit die organisatoriese struktuur van die departement, die rol van die departement en hoe dit binne die groter organisatoriese struktuur inpas, asook die strategiese aandrywers. Die toesighouer moet ook die nuwe personeellid se rol bespreek en hoe dit by die munisipaliteit inpas, hom of haar van spesifieke take vir die komende weke voorsien, enige kursusse of gebeure

wat deur die nuwe personeellid bygewoon moet word, identifiseer en die nodige besprekings doen.

(5) Stap 4: Skeduleer en voer 'n inlywingsprogram uit: Die inlywingsprogram moet ten minste 'n eendagsessie wees aan die einde van die maand waarin die werknemer begin werk het, om—

(a) die munisipaliteit en sy GOP te verstaan;

(b) die strukture van die munisipaliteit te verstaan;

(c) die visie en strategie van die munisipaliteit te verstaan;

(d) insig in en begrip vir die munisipaliteit se kultuur – "die manier waarop ons goed doen" – en die munisipaliteit se waardes deur boodskappe van senior bestuurders;

(e) 'n oorsig oor beleid en die personeellid se regte en verpligtinge te verkry;

(f) eweknieë uit ander departemente te ontmoet; en

(g) prestasie- en beloningsbestuur en hoe dit die personeellid raak, te bespreek.

(6) Vir personeellede op middelbestuursvlak in die munisipaliteit behoort die munisipaliteit die oriëntasie aan te pas om die volgende in te sluit:

(a) vergadering met die senior bestuurder om op 'n skriftelike prestasie-ooreenkoms met duidelike en realistiese doelwitte ooreen te kom, sodat hy of sy vroeg reeds weet wat van hom of haar verwag word en om realistiese tydsraamwerke vir die nuwe personeellid se aanvaarding van verantwoordelikheid te beding;

(b) voorligting oor die bestuur van verhoudings en hoe om die uitdagings en vereistes van die nuwe omgewing aan te pak; en

(c) bykomende inhoud in 'n eendaagse verwelkomings- en inlywingswerkswinkel wat die volgende insluit—

(i) 'n oorsig van wetgewing;

(ii) finansiële bestuur, risikobestuur en korporatiewe bestuur;

(iii) hoe om mense te bestuur en te lei;

(iv) die bevoegdhede van middelvlakbestuurders in die munisipaliteit; en

(v) leierskapsgedrag.

RIGLYN 2F

LOKKING EN BEHOUD VAN BEVOEGDE PERSONEEL

Inleiding

1. (1) Die aantrekking en behoud van bevoegde personeel moet deel vorm van die munisipaliteit se talentbestuursraamwerk en -strategie.

(2) Talentbestuur is ŉ geïntegreerde proses wat ontwerp is om bevoegde personeel te lok, te behou en te ontwikkel.

(3) Doeltreffende talentbestuur verseker die bedryfskontinuïteit en volhoubaarheid van die munisipaliteit deur te verseker dat die gepaste persoon, met die gepaste vaardighede, op die regte tyd in die gepaste posisie is.

(4) Die munisipale bestuurder moet toesien dat die munisipaliteit ŉ doeltreffende strategie en plan vir die lokking en behoud van personeel ontwikkel en implementeer.

(5) ŉ Komitee van die munisipale raad, saamgestel ingevolge artikel 79 van die Wet op Plaaslike Regering: Munisipale Strukture, 1998 (Wet 117 van 1998), moet die implementering van die goedgekeurde strategie en plan om personeel te lok en te behou, monitor.

Lokking van bevoegde personeel

2. (1) By die ontwikkeling van ŉ strategie en plan om personeel te lok, moet die munisipaliteit die volgende oorweeg:

(a) Die munisipaliteit se personeelwaardevoorstel.

(i) ŉ Waardevoorstel is die bondige beskrywing van wat die munisipaliteit potensiële personeel kan bied.

(ii) Die werknemerwaardevoorstel is ŉ boodskap wat ontwerp is om mense met gesogte professionele en tegniese vaardighede te oorreed en oor te haal om diens by die munisipaliteit te oorweeg.

(iii) Die personeelwaardevoorstel moet inspirerend, motiverend, aanloklik en uniek wees.

(b) Die munisipaliteit se langtermyn- en huidige strategiese organisatoriese vereistes ten opsigte van leierskapsbevoegdhede, tegniese vaardighede en openbarediensnoodsaaklikhede.

(c) Die munisipaliteit se vermoë as werkgewer om ŉ gunstige werksomgewing vir personeel te bied.

(2) Die lokstrategie en -plan behoort verskillende tegnieke in te sluit wat gebruik kan word, en kan dié wat in Tabel 12 uiteengesit is, insluit.

Tabel 12

Tegnieke vir die lokking van personeel

Item	Tegniek	Voorbeelde
1	Koop talent	Bou verhoudings met belangrike bronne van talent, soos tersiêre instellings en sakeskole; gebruik verwysingsindiensneming; vorm vennootskappe met personeelagentskappe om potensiële personeellede te teiken; bou 'n internetwerwingstrategie
2	Bou talent	Bied opleiding en ontwikkeling aan kernpersoneellede
3	Leen talent	Vorm alliansies met organisasies in die privaat en openbare sektor en behou konsultante, bou vaardigheidsoordragprogramme, kontrakteer werk uit; behou verhoudings met voormalige personeellede
4	'Bons' talent	Ondersoek geleenthede soos sekondering, buigsame werksreëlings en kontrakwerk
5	Bind talent	Bied finansiële en niefinansiële oorredingsmiddele om talent te behou
6	Versterk talent	Bevordering- en personeelerkenningskemas

Identifiseer bevoegde personeel

3. (1) Die identifisering van skaars, kritieke en hoërisikovaardighede moet die grondslag vorm van enige talentbestuursingrypings.

(2) Die bestuurder wat vir mensehulpbronne verantwoordelik is, moet 'n raamwerk ontwikkel vir die identifisering van bevoegde personeel.

(3) Die raamwerk moet die identifisering van leierskapsgroepe en tegniese talent in die munisipaliteit moontlik maak.

(4) Toesighouers, in oorleg met die bestuurder wat vir mensehulpbronne verantwoordelik is, moet bevoegde personeellede identifiseer.

Behoudstrategie

4. (1) Die bestuurder wat vir mensehulpbronne verantwoordelik is, moet—

(a) oor die behoudstrategie toesig hou; en

(b) toesien dat die manier waarop bevoegde personeel bestuur en betrek word, konsekwent geskied, deur—

(i) toe te sien dat stelsels en prosesse gestruktureer word om buigsaamheid binne die regsraamwerk te bied, sodat personeel doeltreffend en verskillend bestuur kan word, indien nodig;

(ii) aan toesighouers die gesag te verleen om in hierdie verband op te tree, terwyl die nodige strategiese advies en steun aan hulle gebied word;

(iii) beleid en prosedures te hersien om seker te maak dat dit die nodige mate van buigsaamheid bied om bevoegde personeellede te akkommodeer; en

(iv) 'n aanspreeklikheidsraamwerk te ontwikkel wat die grense uitstip waarbinne toesighouers mag optree om personeel te behou.

Optrede om personeel te behou

5. (1) Elke toesighouer moet op individuele grondslag met die personeel wat as bevoeg geïdentifiseer is, in interaksie tree, om beide hul tasbare en ontasbare motiverings en strewes te kan verstaan.

(2) Hierdie interaksie kan met die prestasiebestuursiklus en die formulering van persoonlike ontwikkelingsplanne geïntegreer word.

(3) Die bestuurder wat vir mensehulpbronne verantwoordelik is en ander personeel van mensehulpbronne, moet toesighouers steun deur hulle met die metodologie en instrumente toe te rus om hierdie interaksie te onderneem.

(4) Die interaksie met die personeellid moet die volgende in ag neem:

(a) die personeellid se belangstellings, waardes, vaardighede en ontwikkelingsbehoeftes; en

(b) die verskillende opsies tot die beskikking van die personeellid.

(5) Toesighouers, in oorleg met die personeel in die mensehulpbronnedepartement, moet die tasbare en ontasbare motiverings wat nie uitvoerbaar is nie, identifiseer en die personeellid raadpleeg om 'n bevredigende oplossing te vind.

(6) Die interaksie moet 'n plan tot gevolg hê wat deur die personeellid en die betrokke toesighouer afgeteken is, en bekragtig word deur die bestuurder wat vir mensehulpbronne verantwoordelik is.

(7) Die plan moet beide tasbare en ontasbare aksies, tydlyne, mikpunte en voorwaardelike vereistes bevat.

(8) Die plan moet die basis word vir die ontwikkeling, indiensneming en behoud van bevoegde personeellede.

(9) Die bestuurder wat vir mensehulpbronne verantwoordelik is, saam met die betrokke toesighouers, moet 'n talentblootstellingsprogram ontwikkel en toepas vir nuwe talent wat by die munisipaliteit aansluit, of 'n bepaalde vlak in die munisipaliteit betree.

(10) Die blootstellingsprogram moet daarop gemik wees om bevoegde talent van gestruktureerde blootstelling aan spesifieke werksvelde en -rolle te voorsien.

(11) Die bestuurder wat vir mensehulpbronne verantwoordelik is, of die persoon aan wie hierdie funksie gedelegeer is, moet toesien dat die program die rolle wat talent in die program sal speel, omskryf, sodat hulle vaardighede en ontwikkelingsvereistes gedurende die blootstelling geoptimaliseer word en verwagtinge bestuur word.

(12) Toesighouers moet bevoegde personeellede gereeld in gesprek betrek rakende hul plan.

(13) Die talentbestuursplan moet jaarliks hersien word en die hersiening moet met die prestasiebestuursiklus van die munisipaliteit saamval.

(14) Die hersiening moet die stappe in die plan wat afgehandel is, dié wat nog gedoen moet word, prestasie, volgende stappe, wysigings en die steun wat nodig is, oorweeg.

(15) Die plan moet bygewerk word en vir bekragtiging aan die bestuurder wat vir mensehulpbronne verantwoordelik is, gestuur word.

RIGLYN 2G

VERTROULIKE UITGANGSONDERHOUD

1. (1) Riglyne vir 'n vertroulike uitgangsonderhoud word in Tabel 13 uiteengesit.

(2) Die personeellid moet uit die staanspoor ingelig word dat die onderhoud vertroulik is en dat die personeellid se naam nie aan die inligting wat verskaf word, gekoppel sal word nie.

Tabel 13

Sjabloon vir uitgangsonderhoud

Naam van personeellid:	Personeelnommer:
Departement:	Pos:
Datum van onderhoud:	Plek:
Onderhoud gevoer deur:	
Ampstitel:	
Datum van bedanking:	
Laaste dag van diens:	

Merk	Rede vir bedanking	Merk	Rede vir bedanking
	Persoonlik		Onvoldoende uitdagings
	Beter salarisaanbod		Onvoldoende steun van bestuur
	Gebrek aan vermoë vir posisie		Swak kommunikasie/ verhouding met meerderes/ kollegas/ondergeskiktes
	Soek beter loopbaangeleenthede		Vervoerprobleme
	Verandering in professionele rigting		Onvoldoende akkommodering van spesifieke behoeftes
	Onvoldoende leierskap of leiding		Onbevredigende werksomgewing
	Oorlaai met verantwoordelikhede		Salarisongelykhede
	Moet hervestig/emigreer		Om oorplasing te vermy
	Om voltyds te studeer		Om na kind/kinders om te sien
	Om na bejaarde afhanklikes om te sien		Om vroeg af te tree
	Om gesins- of persoonlike gesondheidsredes		Diskriminasie
	Om gevolge van voorgenome of werklike tugstappe te vermy		Ander
	Kommentaar:		

RIGLYN 2H

Tabel 14

Persoonlike datavorm van personeellid

1. Alle afdelings moet so volledig as moontlik in blokletters ingevul word.
2. Alle inligting sal as vertroulik gehanteer word.

Titel (bv. Dr., Mnr., Mev., Mej., Me., ens.):

Van:.....
Nooiensvan (indien van toepassing):.....
Voornaam:.....
Ander name:.....
Voorkeurnaam:.....
Geboortedatum: / /
Identiteitsnommer:.....

Nasionaliteit (Indien nie Suid-Afrikaans nie, voorsien asseblief werkspermit- of verblyfspermitnommer):.....
Huwelikstaat:.....
Geslag: Manlik..... Vroulik.....
Ras:..... Swart.....
Asiër.....
Kleurling..... Wit.....
Gestremdheid (verskaf asseblief besonderhede indien van toepassing)
.....

Posadres:.....
Telefoon (Tuis): ( )

Telefoon (Werk): ( )

Selfoon:.....

Poskode:.....
E-posadres:.....
Woonadres:.....
.....

.... Poskode: .....

Algemene inligting	
Bestuurslisensie: Ja/Nee	**Kode(s):**
Belastingverwysingsnommer:	**Belastingkantoor:**
Naasbestaande	
Voornaam:	**Verwantskap:**
Van:	**Selfoon:**
	e-Pos:
Mediese praktisyn	
Voornaam:	**Selfoon:**
Van:	
Mediese fonds	
Mediese fonds:	
Mediesefondsnommer:	**Mediesefondsplan:**
	Getal afhanklikes:

Bankbesonderhede	
Banknaam:	
Takkode:	**Taknaam:**
Rekeningnommer:	
Naam van rekeninghouer:	
Soort rekening:	

Besonderhede van afhanklike/gade/lewensmaat	
Besonderhede van gade/lewensmaat	
Naam van gade/lewensmaat:	**Geboortedatum van gade/lewensmaat:**
ID-nommer van gade/lewensmaat:	
Besonderhede van afhanklike	
1. Van:	**Naam:**
Geslag: Manlik Vroulik	**Geboortedatum:**

Verwantskap:	
2. Van:	**Naam:**
Geslag: Manlik Vroulik	**Geboortedatum:**
Verwantskap:	
3. Van:	**Naam:**
Geslag: Manlik Vroulik	**Geboortedatum:**
Verwantskap:	

Tale			
Primêre taal:			
Praat:	**Basies**	**Gemiddeld**	**Vlot**
Lees:	**Basies**	**Gemiddeld**	**Vlot**
Skryf:	**Basies**	**Gemiddeld**	**Vlot**
Tweede taal:			
Praat	**Basies**	**Gemiddeld**	**Vlot**
Lees	**Basies**	**Gemiddeld**	**Vlot**
Skryf	**Basies**	**Gemiddeld**	**Vlot**
Ander taal:			
Praat	**Basies**	**Gemiddeld**	**Vlot**
Lees	**Basies**	**Gemiddeld**	**Vlot**
Skryf	**Basies**	**Gemiddeld**	**Vlot**

Kwalifikasies		
Instelling	**Graad/sertifikaat**	**Jaar voltooi**

Vorige werksondervinding			
	Huidige jaar	**Vorige**	**Vorige**
Werkgewer:			
Adres:			
Telefoon:			
Naam van onmiddellike toesighouer:			
Duur van diens:			
Mag ons die werkgewer kontak?	Ja/Nee		
Professionele Lidmaatskap			
Organisasie:			
Lidmaatskapsdatum:			
Kommentaar			
Kommentaar/bykomende inligting:			

VERKLARING

Ek verklaar dat bogenoemde inligting, soos deur my verskaf, na my beste wete waar en korrek is.

_____ _____

Handtekening van personeellid **Datum**

RIGLYN 2I

PROEFTYDPERKOORSIGVORM

Daar word NIE van jou verwag om ’n afskrif van hierdie vorm in te dien as die personeellid se prestasie tydens die proeftydperk bevredigend is nie. Jy MOET egter ’n afskrif indien en die raad van die hoof van die MH-eenheid so gou as moontlik inwin indien probleme tydens die proeftydperk ontstaan, wat tot gevolg kan hê dat die proeftydperk verleng moet word en/of die personeellid nie in daardie pos aangestel word nie. Nierapportering sal lei tot die aanname dat die personeellid se proeftydperk bevredigend vorder.

Die toesighouer moet toesien dat die personeellid op elke stadium van sy of haar proeftydperk ’n afskrif van hierdie dokument ontvang en behoort die oorspronklike te behou om by opvolgvergaderings die vordering teen die vasgestelde doelwitte te monitor.

Tabel 15

Rekord van proeftydperk

Naam van personeellid:		
Werktitel:		
Graad:		
Departement:		
Aanvangsdatum:		
Toesighouer:		
	Sperdatum	**Merk asseblief wanneer afgehandel**
Aanvanklike vergadering		
1-maand-oorsig:		
3-maande-oorsig:		
6-maande-oorsig:		
9-maande-oorsig:		
12-maande-oorsig:		

DEEL 1

Aanvanklike vergadering

Hierdie afdeling moet binne een week nadat die personeellid sy of haar diens begin het, deur die toesighouer ingevul word.

AFDELING A: Doelwitte Die toesighouer moet spesifieke prestasievereistes vir die personeellid identifiseer. Stipuleer wat gedurende die proeftydperk bereik moet word, insluitende sleutelprestasie-aanwysers.	
AFDELING B: Ontwikkelingsplan Om die personeellid met die nakoming van hierdie vereistes by te staan, behoort die toesighouer enige opleidings- en ontwikkelingsbehoeftes te identifiseer en te vermeld hoe en wanneer hierdie behoeftes gedurende die proeftydperk aandag sal geniet.	
Handtekening van personeellid:	
Handtekening van toesighouer:	
Datum:	

DEEL 2

Eerste oorsig (1 maand) – ’n afskrif van DEEL 2 van hierdie vorm kan ook gebruik word om die 3-, 6- en 9-maande-oorsig van ’n personeellid wie se proeftydperk 6, 9 of 12 maande is, te doen.

Moet deur die toesighouer, in bespreking met die personeellid, ingevul word.

(Merk asseblief)	**Verbetering nodig**	**Bevredigend**	**Goed**	**Uitstekend**
Gehalte en akkuraatheid van werk				
Doeltreffendheid				
Bywoning				
Tydreëling				
Werksverhoudings (spanwerk en interpersoonlike kommunikasie-vaardighede)				
Bevoegdheid in die rol				

Indien enige areas van prestasie, gedrag of bywoning moet verbeter, verskaf asseblief besonderhede hier.			
Waar kwessies geïdentifiseer is, som asseblief op hoe dit gedurende die oorblywende proeftydperk aandag sal geniet.			
Som die personeellid se prestasie en vordering oor die tydperk op.			
Is daar aan die vereistes wat vir hierdie deel van die proeftydperk geïdentifiseer is, voldoen?	**JA / NEE**	**Indien NEE, watter verdere optrede word vereis?**	**Oorsigdatum**
Is daar aandag gegee aan die opleidings- en ontwikkelingsbehoeftes wat vir hierdie deel van die proeftydperk geïdentifiseer is?	**JA / NEE**		
Handtekening van personeellid:			
Handtekening van bestuurder:			
Datum:			

DEEL 3

Finale oorsig

Moet deur die toesighouer, in bespreking met die personeellid, ingevul word.

(Merk asseblief)	**Verbetering nodig**	**Bevredigend**	**Goed**	**Uitstekend**
Gehalte en akkuraatheid van werk				
Doeltreffendheid				
Bywoning				
Tydreëling				
Werksverhoudings (spanwerk en interpersoonlike kommunikasievaardighede)				
Bevoegdheid in die rol				
Is daar voldoen aan die vereistes wat vir hierdie deel van die proeftydperk geïdentifiseer is?	**JA / NEE**	**Indien NEE, watter verdere optrede word vereis?**		
Is daar aandag gegee aan die opleidings- en ontwikkelingsbehoeftes wat vir hierdie deel van die proeftydperk geïdentifiseer is?	**JA / NEE**			

Som die personeellid se prestasie en vordering oor die tydperk op	
Sal die personeellid se aanstelling bekragtig word?	**JA / NEE**
Indien NEE, verskaf asseblief redes hieronder en som op watter stappe gedoen is om enige probleme wat gedurende die proeftydperk ontstaan het, op te los.	
Die personeellid kan enige kommentaar oor sy of haar ondervinding van die proeftydperkproses hier lewer.	
Moet die personeellid se proeftydperk verleng word?	**JA / NEE**

(Merk asseblief)	**Verbetering nodig**	**Bevredigend**	**Goed**	**Uitstekend**
Indien JA, verskaf asseblief redes en, waar van toepassing, vermeld enige areas waar verbetering nodig is en hoe dit gemonitor sal word.				

Duur van die verlenging (maksimum 3 maande):	
Nuwe einddatum van proeftydperk:	
Handtekening van personeellid:	
Handtekening van bestuurder:	
Datum:	

HOOFSTUK 3

PRESTASIEBESTUUR- EN ONTWIKKELINGSTELSEL

RIGLYN 3A

Fases van die prestasiebestuur- en ontwikkelingstelsel (PBOS)

1. (1) Prestasiebestuur en ontwikkeling is die stelselmatige proses om—

(a) werk te beplan en die verwagtinge van die munisipaliteit van personeellede of spanne te stel;

(b) die prestasie van personeellede of spanne deurlopend te monitor;

(c) die vermoë van personeellede of spanne te ontwikkel vir optimale prestasie;

(d) die prestasie van personeellede en spanne periodiek te takseer; en

(e) uitsonderlike prestasie te beloon.

(2) Die prestasiebestuur- en ontwikkelingstelsel van 'n munisipaliteit moet bestaan uit verskillende fases, wat verband hou met prestasiebeplanning, afrigting, oorsig en beloning, soos bepaal in hierdie riglyne.

(3) Die prestasiebestuur- en ontwikkelingstelsel moet uit die fases vervat in Tabel 16 bestaan.

Tabel 16

Fase	Tydsraamwerk	Aktiwiteite
(a) Beplanning	(i) Vind jaarliks aan die begin van die finansiële jaar plaas of die begindatum in 'n spesifieke pos.	(aa) Toesighouer skeduleer 'n vergadering met 'n personeellid of span om die prestasiedoelwitte vir die jaar te bespreek en daaroor ooreen te kom; (bb) Toesighouer en personeellid of span moet vir hierdie vergadering voorberei; en (cc) Prestasie-ooreenkoms moet onderteken, of elektronies verwerk word, waar van toepassing, deur die toesighouer en die personeellid of span binne (60) dae ná die begin van die prestasiesiklus.
(b) Monitering, afrigting en terugvoer	Geskied: (i) formeel; en (ii) informeel deur die loop van die jaar.	(aa) Die toesighouer sal indiensmonitering van die prestasie van 'n personeellid of span doen; (bb) Die toesighouer kan formele en informele geleenthede skep om steun in die vorm van terugvoer of afrigting aan 'n personeellid of span te gee, met betrekking tot vordering ten opsigte van ooreengekome prestasiedoelwitte en op gebiede wat implementering nodig het; en (cc) 'n Personeellid of span mag te eniger tyd gedurende die prestasiesiklus terugvoer en steun versoek.
(c) Oorsig en evaluasie	(i) Die midjaaroorsig moet teen die einde van die	(aa) Die toesighouer moet binne een maand ná die einde van kwartaal twee 'n formele

Fase	Tydsraamwerk	Aktiwiteite
	tweede kwartaal plaasvind. Die besonderhede van die interaksie moet skriftelik aangeteken word; en (ii) Die jaarlikse prestasiebeoordeling moet teen die einde van die vierde kwartaal plaasvind (ná die einde van die prestasiesiklus); en (iii) Die jaarlikse prestasiebeoordeling moet binne 60 dae ná die einde van de prestasiesiklus plaasvind. Die besonderhede van die prestasie-evaluering moet skriftelik aangeteken word en die personeellid se loopbaanontwikkelings-behoeftes uiteensit.	midjaar-evaluasie met 'n personeellid of span reël, wat formele dokumentasie insluit om terugvoer aan 'n personeellid of span te gee oor mikpunte wat tot op datum bereik is; (bb) By die midjaaroorsig moet ingrypings en regstellende optrede geïdentifiseer word met betrekking tot die bereiking of niebereiking van prestasie-uitsette of -uitkomstes; (cc) Gedurende die jaarlikse prestasie-evaluasie moet elke personeellid die geleentheid kry om selfgraderings in te vul en stawende bewyse vir die graderings te verskaf; (dd) Die toesighouer moet die formele finale prestasie-evaluasie met 'n personeellid of span reël ná die einde van die vierde kwartaal; (ee) Die finale prestasie-evaluasietellings moet as 'n formele interaksie tussen die personeellid en toesighouer aangeteken word; en (ff) Die toesighouer moet formele verbale en skriftelike prestasieterugvoer aan die personeellid of span verskaf.
(d) Beloning en erkenning	(i) Ná die formele jaarlikse prestasie-evaluasie; en (ii) Ná moderering deur die munisipale modereringskomitee en goedkeuring deur die munisipale bestuurder.	Belonings sal gehanteer word soos in Hoofstuk 4 van die Regulasies gestipuleer.

Beplanning

2. (1) Tydens die beplanningsfase—

(a) moet die toesighouer en personeellid tesame organisatoriese en departementele prestasieverwagtinge, asook die prestasieverwagtinge van die personeellid of span, identifiseer en die personeellid of span se verbintenis tot die bereiking van die prestasieverwagtinge verkry;

(b) die toesighouer moet aan die personeellid verduidelik hoe die prestasie-ooreenkoms en die PBOS werk;

(c) alle personeellede, die bestuur ingesluit, moet toegerus word deur opleiding oor—

(i) wat die proses behels;

(ii) waarom die munisipaliteit die PBOS-proses gebruik;

(iii) hoe die PBOS werk, insluitende die fases, die doel van koppeling aan die bevoegdheidsraamwerk en hoe prestasie van bevoegdhede gemeet word;

(iv) wat van 'n personeellid in 'n spesifieke rol verwag word; en

(v) wanneer prestasie geëvalueer en hersien sal word;

(d) die munisipaliteit moet toesien dat elke toesighouer opleiding ondergaan het om die betrokke afrigtingsvaardighede te bekom wat nodig is vir die deurlopende implementering van die PBOS;

(e) die toesighouer en personeellid moet 'n prestasie-ooreenkoms ontwikkel waarin die prestasiestandaarde omskryf sal word ten opsigte van gehalte, hoeveelheid, tyd en proses. Die volgende dokumente kan van hulp wees—

(i) die personeellid se posbeskrywing;

(ii) die GOP en die departementele dienslewerings- en begrotingsimplementeringsplan (DLBIP);

(iii) die toesighouer se prestasie-ooreenkoms, waar van toepassing;

(iv) die personeellid se prestasie-evaluasie assessering van die vorige jaar, waar van toepassing; en

(v) enige ander dokument wat as relevant vir die proses beskou word;

(f) die beplande SPG's, SPA's en mikpunte soos in die prestasie-ooreenkoms bevat, moet voldoen aan die SMART-maatstawwe, wat in Tabel 17 uiteengesit word.

Tabel 17

S	Spesifiek, duidelik en verstaanbaar
M	Meetbaar ten opsigte van hoeveelheid en, waar moontlik, gehalte, geld en tyd. Dit moet moontlik wees om vas te stel of die aktiwiteit plaasgevind het en om te besluit hoe goed dit gedoen is.
A	Bereikbaar ("attainable") deurdat daar ooreengekom is oor die aktiwiteite wat uitgevoer moet word en deurdat dit binne die vermoëns en onder die beheer van die personeellid val.
R	Relevant deurdat elke taak direk met die funksionele gebiede of spesifieke projekte wat aan die personeellid toegewys is, verband moet hou.
T	Tydgebaseerd deurdat die toesighouer en personeellid vordering sal kan beskou teen gespesifiseerde teikendatums en tydsraamwerke, en assessering kan plaasvind binne die jaarlikse rapporteringsiklus van die prestasie-ooreenkoms.

(g) Posspesifieke bevoegdhede kan gekies word uit die betrokke beroepstrome soos voorgeskryf in die Plaaslike Regering: Bevoegdheidsraamwerk vir Bedryfsbane, wat as Aanhangsel A by die Regulasies aangeheg is, insluitende enige ander spesifieke funksionele bevoegdheidsvereistes wat geïdentifiseer kan word.

(2) Die volgende dokumente sal van hulp wees by die prestasiebeplanningsproses:

(a) Prestasie-ooreenkoms (Aanhangsel A in hierdie riglyne); en

(b) monitering, afrigting, terugvoer en oorsig (Aanhangsel B in hierdie riglyne).

Monitering, afrigting en terugvoer

3. (1) Doeltreffende prestasiemonitering, afrigting en terugvoer moet deurlopend deur die loop van die prestasiesiklus gemonitor word.

(2) Prestasiemonitering, afrigting en terugvoer behels voortdurende samewerkende interaksie tussen die toesighouer en personeellid of span wat daarop gemik is om die personeellid se vaardighede en bevoegdhede te verbeter om aan die vasgestelde standaarde van prestasie te voldoen of dit te oortref, deur—

(a) die personeellid waar te neem, te motiveer en aan te moedig;

(b) gereelde en ongereelde uitruil van terugvoer oor die personeellid se prestasie;
(c) gereelde evaluasie om vas te stel of die personeellid presteer volgens die vasgestelde doelwitte soos uiteengesit in die prestasie-ooreenkoms;
(d) formele afrigting en informele prestasie-evaluasiesessies;
(e) versterking van die besprekings wat gedurende die beplanningsfase plaasgevind het en tot die prestasie-ooreenkoms gelei het;
(f) aan die toesighouer die geleentheid te bied om die ontwikkeling van die personeellid of span aan te moedig;
(g) proaktiewe identifikasie van uitdagings en oplossings om prestasie moontlik te maak;
(h) identifikasie deur die personeellid of span van prestasie of uitdagings wat opgelos is wat andersins nie onder die toesighouer se aandag sou kom nie;
(i) afrigting wat doeltreffende prestasie versterk of die prestasie van die personeellid nader aan die verwagte standaarde bring; en
(j) 'n personeellid of span wat aan verskeie afrigtingsessies deelgeneem het, wat bewus is van wat van hom of haar verwag word om aan prestasie-uitkomstes te voldoen.

(3) 'n Munisipaliteit moet seker maak dat elke toesighouer voldoende opleiding in prestasie-afrigtingsprosesse ontvang en in staat is om vordering doeltreffend te assesseer en die prestasie van personeel of span te evalueer.

(4) Die ontwikkelingsbehoeftes van personeel wat tydens prestasiemonitering en afrigtingsprosesse geïdentifiseer is, moet geëvalueer en aandag gegee word om goeie prestasie aan te moedig en werksverwante vaardighede en bevoegdhede te verbeter wat personeel ondersteun om met veranderinge in die werksplek tred te hou.

Midjaarprestasie-oorsig

4. (1) Die midjaarprestasie-oorsig—
(a) is 'n formele halfjaarlikse prestasiegradering waar 'n personeellid of 'n span terugvoer oor sy of haar prestasie ontvang;
(b) moet aangeteken word;
(c) bied 'n geleentheid—
(i) vir die toesighouer en personeellid om die personeellid of span se prestasie teen vasgestelde prestasiedoelwitte te evalueer;
(ii) vir die toesighouer om te monitor, af te rig en terugvoer te gee om doeltreffende prestasie te verseker;
(iii) aan die toesighouer en personeellid om—
(aa) gesamentlik prestasie-uitdagings te identifiseer en ooreen te kom oor oplossings om die geïdentifiseerde uitdagings te bowe te kom;
(bb) oor die ontwikkelingsbehoeftes van die personeellid ooreen te kom en aan sodanige behoeftes aandag te gee;
(cc) die prestasiemikpunte wat spruit uit veranderinge in die werkplek wat buite die beheer van die personeellid of span is, te hersien; en
(iv) om goeie prestasie te versterk.

(2) Indien 'n hersiening van die prestasie-ooreenkoms geregverdig is—
(a) geld die Regulasies en item 2 van hierdie Riglyn;
(b) sal die midjaarprestasie-oorsig op die bestaande prestasie-ooreenkoms gebaseer wees;

(c) moet die gewysigde prestasie-ooreenkoms of addendum deur die toesighouer en personeellid mede-onderteken word; en

(d) moet 'n rekord van die wysigings vir die doeleindes van die jaarlikse prestasie-evaluering gehou word.

Jaarlikse prestasie-evaluasie

5. (1) Die oogmerke van die prestasie-evaluasie is om—

(a) die prestasie-uitkoms wat die personeellid bereik het, teen die ooreengekome prestasie-aanwysers en -mikpunte formeel te bespreek, gebaseer op die werk wat gedurende die prestasiesiklus van 12 maande verrig is;

(b) die prestasie van die personeellid of span teen elke meetbare SPA te gradeer, deur die vyfpuntgraderingskaal te gebruik;

(c) positiewe prestasies te erken en terugvoer oor onbevredigende prestasie te verskaf; en

(d) gebied wat moet verbeter, te identifiseer en aksieplanne te ontwikkel wat by die persoonlike ontwikkelingsplanne ingesluit kan word om aandag te gee aan die gebied wat moet verbeter.

(2) Elke personeellid of span moet, aan die einde van die prestasiesiklus van 'n munisipaliteit, 'n jaarlikse prestasie-evaluering ondergaan.

(3) Die jaarlikse prestasie-evaluasie moet voorafgegaan word deur die personeellid se selfgradering teen voorafbepaalde doelwitte en, waar nodig, deur 'n portefeulje van bewys gestaaf word.

(4) Gradering behels die evaluasie van die personeellid of span se prestasie teen prestasiestandaarde in die personeellid se prestasieplan en die toeken van 'n numeriese gradering vir elke SPA.

(5) Die toesighouer en personeellid moet—

(a) formeel en objektief die personeellid se prestasie-uitkomstes teen die ooreengekome SPG's, SPA's en posspesifieke bevoegdhede bevestig;

(b) die prestasie van elke personeellid of span teen elke meetbare SPA en posspesifieke bevoegdhede takseer deur die vyfpuntgraderingskaal te gebruik;

(c) positiewe prestasies erken;

(d) gebrekkige prestasie identifiseer;

(e) die personeellid se ontwikkelingsbehoeftes identifiseer, wat in die persoonlike ontwikkelingsplan van die werknemer gebruik sal word; en

(f) die finale jaarlikse prestasie-assessering onderteken.

(6) Aan die einde van die prestasiesiklus word 'n graderingskaal gebruik wat verband hou met die erkenning en beloning van prestasie wat ten volle doeltreffendheid oortref.

(7) Die toesighouer moet die finale jaarlikse prestasie-evaluering, prestasietellings en enige verwante stawende bewyse van die prestasie aan Mensehulpbronne voorlê.

(8) Prestasiegraderings vir SPG's en bevoegdhede word met gebruik van die vyfpuntgraderingskaal bereken—

(a) SPG-graderings word bereken waar individuele graderings aan elke SPA toegeken is met gebruik van die vyfpuntgraderingskaal.

(b) Geen afronding van berekenings word toegelaat nie en twee desimale punte moet gebruik word.

(c) Tabel 18 sit die vyfpuntgraderingskaal wat toegepas word om 'n telling aan algehele prestasie toe te ken, uiteen—

Tabel 18

Vlak	Terminologie	Beskrywing
5	**Uitsonderlike prestasie**	Prestasie oortref aansienlik die standaard wat van 'n personeellid op hierdie posvlak verwag word. Die beoordeling dui aan dat die personeellid meer as ten volle doeltreffende resultate behaal het vir alle prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan, en regdeur die jaar in alle gebiede van verantwoordelikheid daarmee volgehou het.
4	**Prestasie beduidend bo verwagting**	Prestasie is aansienlik hoër as die verwagte standaard vir daardie werk. Die beoordeling dui aan dat die personeellid meer as ten volle doeltreffende resultate behaal het vir meer as die helfte van die prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan, en regdeur die jaar alle ander prestasiemaatstawwe en -aanwysers ten volle behaal het.
3	**Ten volle doeltreffende prestasie**	Prestasie voldoen ten volle aan die standaarde wat op alle gebiede van die werk verwag word. Die beoordeling dui aan dat die personeellid ten volle doeltreffende resultate behaal het vir alle belangrike prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan.
2	**Prestasie nie ten volle doeltreffend nie**	Prestasie is in kerngebiede onder die standaard wat vir die werk verwag word. Prestasie voldoen aan sommige van die standaarde wat vir die werk verwag word. Die oorsig/evaluering dui aan dat die personeellid benede ten volle doeltreffende resultate bereik het vir meer as die helfte van die kern-prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan.
1	**Onaanvaarbare prestasie**	Prestasie voldoen nie aan die standaard wat vir die werk verwag word nie. Die oorsig/evaluering dui aan dat die personeellid benede ten volle doeltreffende resultate behaal het vir byna al die prestasiemaatstawwe en -aanwysers vermeld in die Prestasie-ooreenkoms en Prestasieplan. Die personeellid het nie die toewyding of vermoë gedemonstreer om prestasie te verhoog na die vlak wat vir die werk verwag word nie, ten spyte van pogings deur die bestuur om verbetering aan te moedig.

RIGLYN 3B

SPANGEBASEERDE PRESTASIE

1. (1) 'n Toesighouer moet, in samewerking met individuele spanlede—

(a) die prestasie van 'n personeellid wat in 'n spangebaseerde prestasiereëling werk, gradeer; en

(b) uitdagings identifiseer ten opsigte van individuele personeellede wat in 'n span werk en gepaste ingrypings identifiseer wat daarop gemik is om die personeellid se prestasie te verbeter.

(2) Die volgende template sal met die PBOS-proses help:

(a) Spanregistrasie, Aanhangsel C; en

(b) Spanprestasie-ooreenkoms, Aanhangsel D.

RIGLYN 3C

BEWYS VAN PRESTASIE

1. (1) Die voorlegging van bewys is aan die volgende onderhewig:

(a) gedurende die beplanningsfase moet ooreengekom word oor watter bewyse gebruik sal word, met die doel om tyd en moeite te beperk; en

(b) bewyse moet deur die loop van die prestasiesiklus ingesamel word, aangesien dit die tellings wat volgens die graderingskaal toegeken word, ten grondslag sal lê en sal staaf.

(2) Die personeellid of span moet bewys insamel, saamstel en voorlê teen die meetbare SPA's en, waar van toepassing, posspesifieke bevoegdhede soos bevat in die prestasie-ooreenkoms—

(a) dit is veral belangrik om seker te maak dat bewyse deur die loop van die prestasiesiklus ingesamel word ter voorbereiding vir die midjaarprestasie-oorsig en jaarlikse prestasie-evaluasie, aangesien dit gebruik sal word om tellings met betrekking tot die bereiking van SPA's en posspesifieke bevoegdhede te staaf; en

(b) die verantwoordelikheid vir die voorlegging van die portefeulje van bewyse berus uiteindelik by die personeellid of span wat geëvalueer word.

(3) Die aard van die werk moet die soort bewyse wat gelewer moet word, bepaal. Dit kan, onder meer, die volgende insluit—

(a) amptelike rekords;

(b) bevestiging deur 'n toesighouer;

(c) bevestiging deur ander belanghebbendes, soos 'n brief deur 'n regeringsdepartement; en

(d) inspeksie of waarneming deur 'n toesighouer van bewyse, soos 'n liasseerstelsel, memorandums, verslae, ens.

(4) 'n Toesighouer kan, op die laatste teen die midjaaroorsig—

(a) ander bewyse aanvaar wat die bereiking van SPA's of bevoegdhede staaf; en

(b) die personeellid of span help om sodanige bewys te bekom.

RIGLYN 3D

PRESTASIEMODERERINGSKOMITEE

1. (1) Die munisipale prestasiemodereringskomitee—

(a) moet behoorlik deur die munisipale raad saamgestel word;

(b) kan, tot die mate waartoe dit moontlik is, soos volg saamgestel wees—

(i) munisipale bestuurder of sy of haar afgevaardigde, wat as die voorsitter sal dien;

(ii) alle departementshoofde van 'n munisipaliteit;

(iii) bestuurder verantwoordelik vir PBOS;

(iv) bestuurder verantwoordelik vir organisatoriese ontwikkeling;

(v) bestuurder verantwoordelik vir organisatoriese prestasie;

(vi) 'n verteenwoordiger uit finansies, waar van toepassing;

(vii) 'n verteenwoordiger uit bestuurstoesig, waar van toepassing; en

(viii) 'n verteenwoordiger uit die oudit-afdeling, waar van toepassing.

(2) Departementele verteenwoordigers—

(a) sal uitgenooi word om die vergaderings van die prestasiemodereringskomitee by te woon om voorleggings te doen oor die resultate van hul onderskeie departemente;

(b) moet op senior bestuursvlak wees; en

(c) kan 'n spesialis in departementele prestasiebestuur vra om tegniese raad te gee, waar nodig.

(3) Lede moet kollektief oor die nodige kundigheid beskik en moet bewys lewer van kennis en bevoegdhede oor—

(a) plaaslike regering;

(b) die munisipale mensehulpbronomgewing;

(c) korporatiewe bestuurspraktyke;

(d) korporatiewe strategie;

(e) die prestasiebestuur- en ontwikkelingstelsel;

(f) die bestuur van mensekapitaal;

(g) organisatoriese ontwikkeling;

(h) finansiële bestuur;

(i) sakebestuur;

(j) bedryfsbestuur; en

(k) leierskap.

(4) Die hoofdoelwitte van die komitee is om—

(a) die billike en konsekwente toepassing van die PBOS te verseker;

(b) te verseker dat die integriteit van die PBOS beskerm word;

(c) te verseker dat prestasie konsekwent geëvalueer word;

(d) te verseker dat individuele graderings die algehele prestasie van die departement weerspieël;

(e) raad te gee oor finansiële bekostigbaarheid vir die munisipaliteit; en

(f) prestasietoekennings vir goedkeuring deur die munisipale bestuurder aan te beveel.

(5) Die komitee kan—

(a) opdragte ontwikkel en goedkeur;

(b) die prestasiebestuur- en ontwikkelingstelsel regoor die munisipaliteit hersien en aanbevelings ten opsigte van implementering maak;
(c) die prestasie-evaluasieproses monitor deur ’n algehele indruk te kry van of norme en standaarde realisties en konsekwent, beide horisontaal en vertikaal, deur die munisipaliteit toegepas word;
(d) die algehele prestasie van departemente bepaal en dit in ooreenstemming bring met saamgevatte resultate, gegrond op individuele prestasie;
(e) die tellings van ’n departement of ’n eenheid modereer;
(f) beloningsvlakke vir prestasie aanbeveel;
(g) aanbevelings maak rakende optrede wat oorweeg moet word waar toesighouers nie die stelsel behoorlik implementeer nie;
(h) ’n oorsigrol vervul ten opsigte van die toepassing van die PBOS;
(i) ’n omvattende verslag saamstel, op grond van sy waarnemings, wat die prestasie van personeellede of spanne en die toepaslike beloningsvlakke weergee; en
(j) toesien dat die notule en stawende inligting oor sake wat deur die paneel gehanteer is, beskikbaar sal wees vir ondersoek indien só deur die munisipale bestuurder gemagtig word.

RIGLYN 3E

HANTERING VAN SUBSTANDAARDPRESTASIE

Doel

1. (1) Hierdie prosedures het ten doel om—
(a) ’n bemagtigende omgewing te skep om doeltreffende prestasie deur die personeellede te vergemaklik;
(b) die personeellede te voorsien van toegang tot vaardigheidsontwikkelings- en kapasiteitsbougeleenthede om doeltreffende en effektiewe prestasie te bevorder;
(c) remediërende en ontwikkelingsteun te voorsien om die personeellede te help om substandaardprestasie te hanteer; en
(d) te verseker dat die munisipale raad en personeellede saamwerk om oplossings vir probleme te vind en die prestasie van personeellede te verbeter.

Beleid en beginsels

2. (1) Hierdie prosedures moet saam met die Regulasies gelees word.

(2) Die Kode van Goeie Praktyk, waarvoor in Bylae 8 van die Wet op Arbeidsverhoudinge, 1995 (Wet 66 van 1995), voorsiening gemaak word, vorm deel van hierdie prosedures ten opsigte van swak werksprestasie.

(3) Die munisipaliteit moet die personeellid se prestasie evalueer deur die volgende te oorweeg:
(a) die mate waarin die substandaardprestasie die werk van die munisipaliteit en die bereiking van munisipale doelwitte beïnvloed;
(b) die mate waartoe die personeellid nie aan die vereiste prestasiestandaarde wat deur die munisipaliteit gestel word, voldoen nie;

(c) die mate waarin die personeellid 'n gebrek het aan die nodige vaardighede, bevoegdhede en kundigheid om die prestasiedoelwitte en -mikpunte te bereik vir sy of haar pos, soos in die prestasie-ooreenkoms bevat; en

(d) die aard van die personeellid se werk en verantwoordelikhede.

Prosedures vir die hantering van substandaardprestasie

3. (1) Indien die munisipaliteit rede het om te glo dat 'n personeellid nie volgens die minimum prestasiestandaarde vir sy of haar pos presteer nie, moet die toesighouer—

(a) 'n vergadering belê om terugvoer aan die personeellid te gee oor sy of haar prestasie;

(b) redes aan die personeellid gee waarom dit nodig is om hierdie prosedure te begin.

(2) Tydens die vergadering beoog in paragraaf (a), moet die toesighouer—

(a) die vereistes, vlak, vaardighede en aard van die pos verduidelik;

(b) die personeellid se prestasie in verhouding tot die prestasie-ooreenkoms evalueer;

(c) die redes verduidelik waarom die prestasie as substandaard beskou word; en

(d) die personeellid of sy of haar verteenwoordiger die geleentheid gee om te reageer op die prestasie-uitkomstes waarna in paragraaf (c) verwys word.

(3) Ná oorweging van die personeellid se redes kan die toesighouer, indien nodig—

(a) 'n formele voorligtings- en opleidingsprogram inisieer om die personeellid in staat te stel om aan die vereiste standaard van prestasie te voldoen, wat die volgende moet insluit—

(i) assessering van die tyd wat dit sal neem vir die personeellid om die substandaardprestasie die hoof te bied;

(ii) die vasstel van realistiese tydsraamwerke waarin daar van die personeellid verwag word om aan die vereiste prestasiestandaarde te voldoen; en

(iii) die identifisering en voorsiening van toepaslike opleiding vir die personeellid om die vereiste standaard van prestasie te bereik;

(b) maniere vasstel om aandag te gee aan enige faktore wat die personeellid se prestasie beïnvloed en wat nie onder die personeellid se beheer is nie.

(4) Indien die personeellid steeds nie aan die vereiste prestasiestandaard vir die pos voldoen nadat hy of sy 'n formele program van voorligting en opleiding beoog in paragraaf (3) ondergaan het nie, kan die toesighouer—

(a) die personeellid se prestasie gereeld evalueer; of

(b) verdere remediërende of ontwikkelingsteun verskaf om die personeellid te help om die substandaardprestasie uit te skakel.

(5) Indien die personeellid se prestasie nie verbeter ná ontvangs van gepaste prestasievoorligting, die nodige steun en 'n redelike tyd om sy of haar prestasie soos beoog in paragraaf (4) te verbeter nie, of indien hy of sy weier om 'n formele program van voorligting en opleiding soos beoog in paragraaf (3) te volg—

(a) moet die toesighouer die bewerings van substandaardprestasie teen die personeellid in die vorm van 'n verslag onder die aandag van die munisipale bestuurder bring;

(b) moet die toesighouer die verslag beoog in subparagraaf (a) voor die munisipale bestuurder ter tafel lê.

(6) Indien die munisipale bestuurder tevrede is dat voldoende bewyse bestaan om tugstappe teen die personeellid te begin op grond van die beweerde

substandaardprestasie, moet die munisipale bestuurder die personeellid voorsien van skriftelike redes waarom dit nodig is om hierdie prosedure, in ooreenstemming met toepaslike prosedures, te begin.

AANHANGSEL A

Prestasie-ooreenkoms			
Prestasiesiklus:		[Byvoorbeeld: 1 Julie 2017 tot 30 Junie 2018]	
Departement:		[Voeg naam van departement in]:	
Afdeling/eenheid:		[Voeg naam van afdeling/eenheid in]:	
Personeellid naam en van:		[Voeg personeellid se voorname en van in]	
Personeellid se ampstitel, betaallysnommer en vlak:	**Ampstitel:** [Byvoorbeeld: Assistentdirekteur]	**Betaallysnommer:** 000000000000	**Vlak:** 5
Funksies:	Kort beskrywing van die personeellid se funksie:		
Personeellid se handtekening:			**Datum:**
Toesighouer se naam en van:	[Voeg toesighouer se voorname en van in]		
Toesighouer se handtekening:			**Datum:**

Sleutelprestasiegebiede (SPG's) en sleutelprestasie-aanwysers (SPA's)				
SPG-gewig:	**SPA's:**	**Basislyn (waar van toepassing):**	**Mikpunte:**[1]	**Bewyse:**
1. [Voeg SPG hier in]				
30%	1.1 [Voeg SPA hier in]	[Bestaande of nuwe, waar van toepassing]	[Ken 'n punt toe volgens die vyfpunt-graderingskaal] 1[2];	

[1] Die mikpunte van elke SPA moet as een tot vyf uitgedruk word.
[2] 'n Telling van 1 dui **onaanvaarbare prestasie** aan.

			2[3]; 3[4]; 4[5]; of 5[6].	
	1.2 [Voeg SPA hier in]			
	1.3 [Voeg SPA hier in]			
2. [Voeg SPG hier in]				
30%	2.1 [Voeg SPA hier in]			
	2.2 [Voeg SPA hier in]			
	2.3 [Voeg SPA hier in]			
	2.4 [Voeg SPA hier in]			
3. [Voeg SPG hier in]				
20%	3.1 [Voeg SPA hier in]			
	3.2 [Voeg SPA hier in]			
80%	**Totaal**			
Posspesifieke bevoegdhede (PSB's)Posspesifieke bevoegdhede (PSB's)				
Gewig:	**PSB's**	**Basislyn:** (Waar van toepassing)	**Mikpunte:** [Ken 'n punt toe volgens die vyfpunt-graderingskaal]	**Bewyse:** Voeg by waar van toepassing vir bevoegdhede
10%	1. [Voeg PSB hier in]		1 2 3 4 5	
5%	2. [Voeg PSB hier in]			
5%	3. [Voeg PSB hier in]			
20%	**Totaal**			
Toesighouer se handtekening:			**Personeellid se handtekening:**	
Datum:			**Datum:**	

[3]'n Telling van 2 dui **prestasie nie ten volle doeltreffend nie** aan.
[4]'n Telling van 3 dui **ten volle doeltreffende prestasie** aan, d.w.s. die prestasie voldoen aan die verwagte standaard op alle gebiede van die werk en dat die SPA's dus bereik is.
[5]'n Telling van 4 dui **prestasie beduidend bo verwagtinge** aan.
[6]'n Telling van 5 dui **uitsonderlike prestasie** aan.

AANHANGSEL B

Afrigting en Oorsig									
Sleutel-prestasie-gebiede (SPG's) en pos-spesifieke bevoegd-hede (PSB's)	**SPA**	**Personeellid / Span se insette oor vordering [7]**		**Toesighouer se insette oor vordering**		**Kommentaar:**	**Oorsigtellings vir jaareinde:** [Ken 'n punt toe volgens die vyfpunt-graderingskaal]	**Handtekeninge**	
		Midjaar-oorsig:	**Finale oorsig:**	**Ingrypings:**	**Personeellid /Span se gradering:**			**Werknemer se handtekening:**	**Bestuurder se handtekening:**
SPG 1									
	1.1								
	1.2								
	1.3								
SPG 2	**2.1**								
	2.2								
	2.3								
	2.4								
SPG 3	**3.1**								
	3.2								
PSB 1	**1**								
PSB2	**2**								
PSB 3	**3**								

[7] Formele oorsig moet midjaar en aan die einde van die jaar plaasvind.

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Personeellid/Spantoesighouer se handtekening:	**Datum:**
Toesighouer se handtekening:	**Datum:**

AANHANGSEL C

Spanregistrasie	
Prestasiesiklus:	Byvoorbeeld: 2017/18
Departement:	[Voeg naam van departement in]
Afdeling/eenheid:	[Voeg naam van afdeling/eenheid in]
Toesighouer naam en van:	[Voeg voorname en van toesighouer in]
Funksie:	[Voeg kort beskrywing van spanfunksie in]

Spanlede[8]

Naam:	**Betaallysnommer:**	**Ampstitel:**	**Vlak:**	**Personeel se handtekening:**[9]	**Datum:**
Byvoorbeeld: J Smith	000000	Vragmotorbestuurder	T1		30/07/2017

[8]Spanlede kan 'n spantoesighouer insluit.
[9]Alle spanlede sal die spantellingkaart onderteken en die toesighouer sal hierdie vorm namens die werkgewer onderteken.

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					Datum:
	Toesighouer se handtekening:[10]				

[10] As die span 'n spantoesighouer insluit, sal die toesighouer bo die spantoesighouer namens die werkgewer onderteken.

AANHANGSEL D

Prestasie-ooreenkoms				
SPG[11] /PSB[12]-gewig	**SPA's/PSB's**	**Basislyn**	**Mikpunte[13]** [Ken 'n punt toe volgens die vyfpunt-graderingskaal]	**Bewyse**
1. [Voeg SPG hier in]				
30%	1.1 [Voeg SPA hier in]	[Bestaande of nuwe waar van toepassing]	1[14] = 2[15] = 3[16] = 4[17] = 5[18] =	
	1.2 [Voeg SPA hier in]			
	1.3 [Voeg SPA hier in]			
2. [Voeg SPG hier in]				
30%	2.1 [Voeg SPA hier in]			
	2.2 [Voeg SPA hier in]			
	2.3 [Voeg SPA hier in]			

[11] SPG = sleutelprestasiegebied; SPA = sleutelprestasie-aanwyser.
[12] PSB = Posspesifieke bevoegdheid.
[13]Die teikens van elke SPA moet as een tot vyf uitgedruk word.
[14]Teiken 1 dui **onaanvaarbare prestasie** aan**.**
[15]Teiken 2 dui **prestasie nie ten volle doeltreffend nie** aan**.**
[16]Teiken 3 dui **ten volle doeltreffende prestasie** aan**;** d.w.s. die prestasie voldoen aan die verwagte standaard op alle gebiede van die werk en dat die SPA's dus bereik is.
[17]Teiken 4 dui **prestasie beduidend bo verwagtinge** aan**.**
[18]Teiken 5 dui **uitstaande prestasie** aan**.**

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	2.4			
3. [Voeg SPG hier in]				
20%	3.1 [Voeg SPA hier in]			
	3.2 [Voeg SPA hier in]			
80%	**Totaal**			
Posspesifieke bevoegdhede (PSB's)				
1 10%	1. [Voeg PSB hier in]		1 2 3 4 5	[Voeg by waar van toepassing vir bevoegdhede]
2 5%	2. [Voeg PSB hier in]			
3 5%	3. [Voeg PSB hier in]			
20%	**Totaal**			
Spanlede se name:			Byvoorbeeld: J Smit	**Betaallysnommer:** 0000000
			P Mokola	9999999
Toesighouer se handtekening:			**Spantoesighouer:**	
Datum:			**Datum:**	

HOOFSTUK 4

VAARDIGHEIDSONTWIKKELING

RIGLYN 4A

ROLLE EN VERANTWOORDELIKHEDE VIR VAARDIGHEIDSONTWIKKELING

Rolle en verantwoordelikhede van personeellede

1. 'n Personeellid moet—

(a) aktief sy of haar eie ontwikkeling bestuur, hetsy vir sy of haar huidige rol of vir sy of haar toekomstige loopbaangeleenthede, op grond van hulle persoonlike ontwikkelingsplan;

(b) aktief aan vaardigheidsoudits deelneem;

(c) saam met sy of haar toesighouer sy of haar persoonlike ontwikkelingsplan ontwikkel en daaroor nadink;

(d) hom of haar verbind tot ontwikkeling wat met die munisipaliteit se prioriteitsvaardighede ooreenstem;

(e) aktief deelneem aan alle vorme van leer, opleiding en ontwikkeling wat die personeellid sal help om ooreengekome behoeftes te vervul;

(f) op hoogte bly van nuwe kennis en vaardighede en dit op sy of haar gebied van kundigheid toepas; en

(g) terugvoer verskaf oor die uitkomstes, doeltreffendheid en relevansie van opleiding en ontwikkeling wat ontvang is.

Rolle en verantwoordelikhede van toesighouers

2. 'n Toesighouer moet—

(a) vaardigheidsontwikkeling koppel aan die prioriteite van sy of haar funksie, die GOP en die uitkomstes van die prestasiebestuursproses;

(b) vaardigheidsbehoeftes en -beperkings monitor wat 'n groot impak op die bereiking van hul doelwitte het, of kan hê, en tydens die institusionele vaardigheidsbehoefte-ontledingsproses daaroor verslag doen;

(c) vordering met die persoonlike ontwikkelingsplanne van die personeellede wat aan die toesighouer of toesighouers rapporteer, ontwikkel, daaroor verslag doen en vordering daarmee hersien;

(d) toesien dat die ontwikkeling wat voorgestel word in die persoonlike ontwikkelingsplanne van die personeellede wat aan die toesighouer rapporteer, relevant is vir die funksies van die munisipaliteit;

(e) afrigting en steun verskaf vir die ontwikkeling van sy of haar personeellede;

(f) insette lewer in die inhoud van opleidingsprogramme, indien van toepassing;

(g) sy of haar ondergeskiktes toelaat om tyd af te neem vir opleiding, soos ooreengekom in opleidingskedules en -planne; en

(h) die toepassing in die praktyk van wat geleer is, aktief fasiliteer.

Rolle en verantwoordelikhede van vaardigheidsontwikkelingsfasiliteerder

3. Die vaardigheidsontwikkelingsfasiliteerder moet—

(a) die aanvaarding van die werksplekvaardighedeplan fasiliteer, insluitende skakeling met die geregistreerde vakbonde;

(b) die implementering van vaardigheidsontwikkelingsprogramme met toesighouers, personeel en eksterne verskaffers van opleiding fasiliteer; en

(c) skakel met die Plaaslike Regering: Sektoropvoedings- en Opleidingsowerheid (LGSETA) en toesien dat die munisipaliteit aan al die vereistes van die LGSETA voldoen.

Rolle en verantwoordelikhede van hoof- finansiële beampte

4. Die hoof- finansiële beampte moet seker maak dat bewys aan die LGSETA gelewer word dat al die fondse wat van die LGSETA ontvang is en die 1% wat vir vaardigheidsontwikkeling begroot is, vir die doeleindes van vaardigheidsontwikkeling gebruik is.

Die rolle en verantwoordelikhede van die opleidingskomitee

5. (1) 'n Senior bestuurder moet as voorsitter van die munisipaliteit se opleidingskomitee dien.

(2) Die opleidingskomitee moet uit ewe veel bestuurders en personeelverteenwoordigers bestaan.

(3) Die verteenwoordigers van die munisipaliteit moet die GOP-bestuurder, die vaardigheidsontwikkelingsfasiliteerder, die bestuurder wat vir mensehulpbronne verantwoordelik is, individuele en institusionele prestasiebestuurders en die hoof-finansiële beampte insluit.

(4) Die verteenwoordigers van die personeel moet verteenwoordigers van die geregistreerde vakbonde wat deur die munisipaliteit erken word, insluit, of, in hul afwesigheid, personeellede wat verteenwoordigend is van die munisipaliteit se personeel as geheel.

(5) Die opleidingskomitee moet oorleg pleeg met, en aanbevelings doen aan die munisipale raad oor—

(a) voorgestelde verbeteringe aan die vaardigheidsouditprosesse;

(b) die bevindings en prioriteite wat uit die vaardigheidsoudit spruit soos voorgelê deur die bestuur;

(c) die konsepplan vir werksplekvaardighede;

(d) die bestuur se gereelde vaardigheidsontwikkelingsverslag; en

(e) die vaardigheidsontwikkelingsbeleid van die munisipaliteit.

RIGLYN 4B

VAARDIGHEIDSBEHOEFTEONTLEDING

Inleiding

1. (1) 'n Vaardigheidsbehoeftebepaling bestaan uit—

(a) 'n vaardigheidsbehoefteontleding; en

(b) 'n personeelvaardigheidsoudit.

(2) Hierdie riglyn gee die besonderhede van die aktiwiteite wat nodig is om 'n vaardigheidsbehoefteontleding by 'n munisipaliteit te doen.

(3) Die vaardigheidsbehoefteontleding moet in 'n vyfjaarsiklus gedoen word as deel van die GOP-proses en moet jaarliks hersien word.

Doel

2. (1) Strategiese ontleding en beplanning rondom vaardigheidsbehoeftes moet seker maak dat personeellede oor die gepaste vaardighede beskik om hulle funksies te verrig.

(2) Dit is veral van belang in prioriteitsrolle en kritieke en skaars vaardighede, wat 'n disproporsionele impak op die doeltreffendheid en effektiwiteit van plaaslike regerings se dienslewering het.

(3) Hierdie prioriteitsvaardigheidsbehoeftes kan regoor die munisipaliteit wees, of in 'n spesifieke departement of funksie.

Kritieke rolle en werkskategorieë

3. (1) Kritieke rolle en werkskategorieë sluit gewoonlik die volgende in—

(a) bestuurs-, professionele en tegniese rolle; en

(b) rolle wat—

(i) strategiese en analitiese funksies vereis;

(ii) 'n relatief hoë mate van diskresionêre besluitneming behels;

(iii) 'n relatief hoë vlak van risiko het wat verband hou met besluite wat geneem word; of

(iv) lank neem (2+ jaar) om die kwalifikasies te bekom en verder tyd neem (3+ jaar) om die ondervinding op te doen wat nodig is om bekwaam te presteer.

Bepaal strategiese vaardigheidsbehoeftes

4. (1) Die bestuurder wat vir mensehulpbronne verantwoordelik is, die vaardigheidsontwikkelingsfasiliteerder en die senior bestuur van die munisipaliteit moet die vaardigheidsbehoeftes van die munisipaliteit bepaal deur 'n jaarlikse assessering te fasiliteer wat—

(a) die munisipaliteit se prestasie teen sy GOP meet;

(b) die rolle identifiseer wat dienslewering strem, die gemeenskap se tevredenheid beïnvloed, of die doeltreffende en effektiewe interne bedrywighede van die munisipaliteit raak; en

(c) die prestasie-oorsigte en persoonlike ontwikkelingsplanne van personeellede in kritieke rolle en werkskategorieë, ontleed.

(2) Die jaarlikse assessering behoort die volgende te behels:

(a) vergaderings met elke munisipale departement om—

(i) die redes vir swak dienslewering en prestasie deur die departement, indien enige, te evalueer;
(ii) vas te stel of 'n gebrek aan vaardighede tot die swak prestasie bygedra het;
(iii) klagtes van belanghebbendes te evalueer om vas te stel of swak diens die gevolg is van 'n gebrek aan vaardighede in sekere kernrolle;
(iv) vas te stel of hierdie probleme in kritieke rolle en werkskategorieë voorkom waarvan moontlik beter tred gehou moet word; en
(v) die vaardigheidsprobleme en -behoeftes wat met hierdie rolle verband hou, te identifiseer; en

(b) vergaderings met die senior bestuurspan van die munisipaliteit om—
(i) 'n gesamentlike evaluering van die vaardigheidsbehoeftes uit die departementele ontleding voor te lê; en
(ii) die vaardigheidsbehoeftes wat prioriteit geniet en in die daaropvolgende jaar deur die munisipaliteit aangespreek moet word, te bevestig.

Die beplanning van vaardigheidsontwikkelingsprogramme in kritieke rolle en werkskategorieë

5. (1) Die bestuurder wat vir mensehulpbronne verantwoordelik is, behoort—
(a) die werwing van die toepaslike persone en vaardighede vir hierdie rolle te prioritiseer om toe te sien dat nie een van hierdie poste vakant is nie;
(b) die ontwikkeling van die huidige houers van hierdie rolle te prioritiseer om toe te sien dat hulle ten volle bevoeg is om hul werk te verrig;
(c) die ontwikkeling van opvolgplanne en kontinuïteit van vaardighede te prioritiseer om die huidige houers van posisies wat diens verlaat, te vervang; en
(d) die behoud van talentvolle individue in daardie geïdentifiseerde rolle prioritiseer.

(2) Die vaardigheidsontwikkelingsfasiliteerder moet leerprogramme van hoë gehalte identifiseer vir werknemers in kritieke rolle en werkskategorieë, asook vir persone wat moontlik in poste in kritieke rolle en werkskategorieë in diens geneem kan word of waarskynlik sal word.

(3) Hierdie programme kan leierskapsontwikkelingsprogramme, leerderskappe, vakleerlingskappe of versigtig geteikende kort ontwikkelingskursusse insluit.

(4) Die vaardigheidsontwikkelingsfasiliteerder moet maandeliks aan die senior bestuurspan verslag doen oor vordering met betrekking tot die implementering van hierdie programme.

(5) Die vaardigheidsontwikkelingsfasiliteerder en die bestuurder wat vir mensehulpbronne verantwoordelik is, behoort verslag te doen oor hoe daar tred gehou word met vakatures, werwing, behoud en opvolgplanne vir die geïdentifiseerde kritieke rolle en werkskategorieë.

RIGLYN 4C

PERSONEELVAARDIGHEIDSOUDIT

Inleiding

1. (1) 'n Vaardigheidsbehoeftebepaling behels—

(a) 'n vaardigheidsbehoefteontleding; en

(b) 'n personeelvaardigheidsoudit.

(2) Hierdie riglyn gee besonderhede van die aktiwiteite wat nodig is om die personeelvaardigheidsoudit te doen.

(3) Die doel van 'n personeelvaardigheidsoudit in 'n munisipaliteit is om die gapings met betrekking tot elke personeellid se huidige en toekomstige vaardigheidsbehoeftes in die munisipaliteit vas te stel.

(4) Die personeelvaardigheidsoudit moet in 'n vyfjaarsiklus as deel van die GOP-proses gedoen word en jaarliks hersien word.

(5) Die volgende stappe moet gedoen word, saam met die Vaardigheidsouditvraelys vir Plaaslike Regering.

Vaardigheidsouditproses

2. (1) Die volgende aktiwiteite moet onderneem word:

(a) Identifiseer die rolbevoegdhede en definisies.

(i) Vir middelvlakbestuursrolle en personeellede onder middelvlakbestuursrolle, moet die vaardigheidsontwikkelingsfasiliteerder toegang tot die bevoegdheidsraamwerk in Aanhangsel A by die Regulasies vir die toesighouer van die huidige houer van die posisie wat geoudit word, moontlik maak of dit tot sy of haar beskikking stel.

(ii) Vir tegniese, administratiewe of funksionele rolle wat geoudit word, moet die vaardigheidsontwikkelingsfasiliteerder toegang tot die bevoegdheidsraamwerk in Aanhangsel A by die Regulasies vir die toesighouer van die huidige houer van die posisie wat geoudit word, moontlik maak of dit tot sy of haar beskikking stel.

(b) Evalueer die rolbevoegdhede en definisies. Die bestuurder van die huidige houer van die posisie moet die Vaardigheidsouditvraelys vir Plaaslike Regering, saam met die toepaslike rolbevoegdhede en definisies wat uit die vaardigheidsontwikkelingsfasiliteerder verkry is, gebruik om—

(i) die rolbevoegdhede en definisies te evalueer en te hersien; en

(ii) die huidige houer van die posisie teen die bevoegdhede te gradeer.

(c) Identifiseer die bevoegdheidsgapings uit die vaardigheidsoudit en spreek dit in die persoonlike ontwikkelingsplan aan.

RIGLYN 4D

PERSOONLIKE ONTWIKKELINGSPLAN

Deur 'n persoonlike ontwikkelingsplan (POP) in te vul, neem 'n personeellid beheer oor sy of haar eie leer. 'n Persoonlike ontwikkelingsplan (POP) stel leerders in staat om kerngebiede van leer en ontwikkeling te identifiseer wat hulle in staat sal stel om nuwe vaardighede en gedragskenmerke aan te leer of bestaande vaardighede en gedragskenmerke te ontwikkel.

BIOGRAFIESE INLIGTING

Hierdie is die persoonlike ontwikkelingsplan van:

Van:	
Naam:	
Pos:	
Afdeling:	

Persoonlike besonderhede:

Identiteitsnommer:	
Ouderdom:	
Geslag:	
Ras:	
Gestremdheid:	
Huistaal:	

Kwalifikasies:

Spesifiseer asseblief alle formele kwalifikasies behaal, asook die vlak van elke kwalifikasie op die nasionale kwalifikasieraamwerk (NQF). Waar die studie afgehandel is, dui die studietydperk aan. Waar studie nog aangaan, dui die begindatum van die studie aan, asook die moontlike einddatum.

Kwalifikasie:	
NQF-vlak:	
Instelling:	

Studietydperk:	
Graad/grade of diploma(s) behaal:	

Kwalifikasie:	
NQF-vlak:	
Instelling:	
Studietydperk:	
Graad/grade of diploma(s) behaal:	

Ondervinding:

Dui asseblief alle relevante werksondervinding binne en buite jou huidige organisasie aan. Spesifiseer asseblief vorige werkgewers, ampte gevul en tydperk van diens.

Werkgewer:	**Datums: (van – tot)**	**Amp gevul:**

Opleiding en ontwikkeling:

Noem asseblief ander betekenisvolle opleidings- en ontwikkelingskursusse of -programme wat jy bygewoon het. Noem ook enige sertifikate wat toegeken is, indien van toepassing.

Opleidings- en ontwikkelingskursusse:	**Datums van opleiding:**	**Sertifikaat (indien van toepassing):**

POSVEREISTES

1. Intreevlakvereistes

Die tabel wat volg bevat die intreevlakvereistes van die pos.

Kwalifikasies nodig vir die pos		**NQF-vlak**		**Kwalifikasiestatus/jaar behaal**	

2. Rolbevoegdhede

Die tabel wat volg, bevat die bevoegdhede waaroor die huidige houer van die pos moet beskik, soos in die betrokke werkprofiel gespesifiseer.

Vaardighede nodig vir die pos	
Kennisvereistes vir die pos	
Generiese vaardighede en gedrag nodig vir die pos	

PERSONEELONTWIKKELINGSBEHOEFTES

In die tabel wat volg, moet die prioriteitsbevoegdhede wat deur die personeellid ontwikkel moet word, soos gedurende die vaardigheidsoudit geïdentifiseer, saam met die ingrypings om hierdie bevoegdhede te ontwikkel, vermeld word.

Bevoegd-hede wat ontwikkel moet word	**Beskrywing van bevoegdheid**	**Funksioneel/ Bestuurs/ Generies**	**Leer-doelwitte**	**Soort ingryping of vorm van leer** [bv. formele opleidings-program, indiensleer of afrigting]	**Verskaffer verant-woordelik** [fasiliteer-ders, opleiers of verskaffer-instelling, bv. universi-teite (ook van tegnologie), private verskaffer, eksterne afrigter, toesighouer]	**Beraamde duur en koste van leeringryping**	
						Duur	**Koste**
bv. Mondelinge kommuni-kasie	Luister na ander en kommunikeer op doeltreffende wyse wat oop kommunikasie aanmoedig	Generies					

RIGLYN 4E

EVALUASIE VAN GEHALTE EN IMPAK VAN VAARDIGHEIDSONTWIKKELING

Inleiding

1. (1) Die evaluasie van die gehalte en impak van vaardigheidsontwikkeling lig die belangrikheid van die evaluasie van die doeltreffendheid en impak van leeringrypings uit.

(2) ’n Munisipaliteit behoort ’n jaarlikse evaluasie van leeringrypings te doen, waarvan die resultate gebruik behoort te word om beide individuele en strategiese vaardigheidsontwikkeling, en leer en ontwikkeling, in die munisipaliteit te verbeter.

(3) Die uitkomstes van hierdie vaardigheidsontwikkelingsevaluasies behoort geïntegreer te word met evaluasies van ander omgewings- en institusionele kapasiteitsbou-inisiatiewe om te evalueer hoe die munisipaliteit sy algehele vermoë om sy mandaat uit te voer, kan en behoort te verbeter.

(4) Die vaardigheidsontwikkelingsfasiliteerder moet aan die munisipale bestuurspan en aan die LUR en die Minister verslag doen oor vaardigheids- en kapasiteitsbou-inisiatiewe.

Opleidingsevaluasiemodel

2. (1) Kirkpatrick en Phillips se model van opleidingsevaluasie, pasgemaak vir die munisipale sektor, kan gebruik word om vaardigheidsontwikkeling en -opleiding in munisipaliteite te evalueer.

(2) Hierdie evaluasiemodel word in Figuur 3 uiteengesit.

Figuur 3: Kirkpatrick en Phillips se model van opleidingsevaluasie

Proses van opleidingsevaluasie

3. Met tussenposes tydens elke opleidingsingryping behoort die munisipaliteit die stappe wat in Tabel 19 wat volg, beskryf word, doen om die effek van opleidingsingrypings vir elke vlak van evaluasie in die model te evalueer en daaroor verslag te doen.

Tabel 19

Evaluasievlak	Fase in die leerproses	Kernaktiwiteite	Verantwoordelikheid
Vlak 0: **Bywoning**	Voor opleiding	Bevestig getal leerders	Vaardigheidsontwikkelings-fasiliteerder
	Tydens opleiding	Vul bywoningsregister in	Opleiers/fasiliteerders
	Ná opleiding	Doen verslag oor gemiddelde bywoningsvlakke van leerders op kursus	Opleiers/fasiliteerders
Vlak 1: **Leerderreaksie/-terugvoer**	Voor opleiding	Maak seker verskaffer van opleiding kry leerderterugvoervorm wat aan vereistes voldoen	Vaardigheidsontwikkelings-fasiliteerder
	Tydens opleiding	Leerders vul terugvoervorm in ná elke kontaksessie	Opleiers/fasiliteerders
	Ná opleiding	Leerders vul program-/kursusterugvoervorm in Voeg saam en doen verslag oor leerders se terugvoer en tevredenheid met kursus/program	Vaardigheidsontwikkelings-fasiliteerder en opleiers/fasiliteerders
Vlak 2: **Leer en bereiking van program-/kursusdoelwitte**	Voor opleiding	• Stel duidelike leerdoelwitte vir kursus/program/leeringryping • Identifiseer bevoegdhede (met die definisies van bevoegdhede) wat tydens opleiding ontwikkel moet word • Onderneem vooropleiding 180-grade-bevoegdheidsevaluasie (self- en bestuurderevaluasie van leerderbevoegdheid), met gebruik van vyfpuntskaal	Vaardigheidsontwikkelings-fasiliteerder, werknemer en bestuurder, en fasiliteerder of opleidingsverskaffer
	Tydens opleiding	• Doen tussentydse oorsig om te sien of leerdoelwitte bereik word en pas ingryping dienooreenkomstig aan • Evalueer vordering van leerders in elke module deur middel van skriftelike take deur leerders; en lewer kwalitatiewe verslag oor leerders se toepassing	Vaardigheidsontwikkelings-fasiliteerder, fasiliteerders, opleidingsverskaffer

Evaluasievlak	Fase in die leerproses	Kernaktiwiteite	Verantwoordelikheid
		van bevoegdhede tydens oefeninge en aksieleer tydens kontaksessies	
	Ná opleiding	• Doen ná-leer-evaluering om te sien of leerdoelwitte bereik is en voer resultate in die toekomstige ontwerp en ontwikkelingsprosesse in • Onderneem ná opleiding 180-grade-bevoegdheidsevaluering (self- en bestuurder-assessering van leerderbevoegdheid), met gebruik van die vyfpuntskaal • Voeg taakuitslae van elke leerder en fasiliteerderverslae oor leerders saam; en lewer kwalitatiewe verslag oor leerders se toepassing van bevoegdhede tydens oefeninge en aksieleer oor die hele kursus/ program	Vaardigheidsontwikkelings-fasiliteerder, werknemer en bestuurder
Vlak 3: Toepassing	Voor opleiding	• Teken die mees onlangse formele prestasietellings van die individu aan, en/of • Identifiseer en teken spesifieke uitsette aan wat die individuele leerder nie doeltreffend lewer nie	Vaardigheidsontwikkelings-fasiliteerder en toesighouer
	Tydens opleiding	• Monitor verbeterings in die lewering van die spesifieke uitsette deur die leerder	Toesighouer
	Ná opleiding	• Monitor en doen verslag oor of die leerder die lewering van die spesifieke uitsette verbeter het • Stel vas of die prestasietellings van die leerder verbeter het en doen verslag oor bevindings	Vaardigheidsontwikkelings-fasiliteerder en toesighouer

Evaluasie van impak van leer

4. (1) Die doel is om die impak wat leer en ontwikkeling op die personeellid se werk en prestasie gehad het, te evalueer.

(2) Die evaluasie moet ongeveer drie maande ná afhandeling van die leer gedoen word, hoewel die uitwerking van die leer deurlopend deur die personeellid se toesighouer gemonitor moet word.

(3) Beide die personeellid en sy of haar toesighouer moet die evaluering voltooi.

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