
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;

"KPA's" means key performance areas;

"KPI's" 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);

“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 undergraduate or post-graduate level;

“the Act” means the Municipal Systems Act, 2000 (Act No. 32 of 2000);

“trade unions” means the trade unions recognised within the bargaining council established for municipalities nationally;

“supervisor” means a staff member’s line manager; and

“working days” means days upon which a staff member ordinarily works.

Scope of application

2. (1) These Regulations apply to—

(a) all municipalities as defined in section 2 of the Act; and

(b) all staff members of a municipality.

(2) These Regulations must be read in conjunction with the Local Government: Regulations on Minimum Competency Levels, 2007, Government Notice No. 493 as published in Government Gazette No. 29967.

(3) Unless otherwise specified in these Regulations, these Regulations do not apply to—

- (a) all senior managers; and
 - (b) persons participating in the national public works programme or a similar scheme.
- (4) The Minister may, by notice in the *Gazette*, extend the application of these Regulations to a municipal entity.

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.

- (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	<ul style="list-style-type: none"> • Strategic: 0.2 - 1% • Managerial/ Specialist: 1 - 20% • Operational: 80 - 90% 	<ul style="list-style-type: none"> • Strategic: 1% • Managerial/ Specialist: 1% - 15% • Operational: 85% - 95% 	<ul style="list-style-type: none"> • Strategic: 1% • Managerial: 5% - 15% • Specialist: 30% - 55% • Operational: 15% - 30%
Span of control	<ul style="list-style-type: none"> • Municipal Manager: 7 - 8 • Directors: 6 - 7 	<ul style="list-style-type: none"> • Municipal Manager: 6 - 8 • Directors: 5 - 7 	<ul style="list-style-type: none"> • Municipal Manager: 6 - 8 • Directors: 5 - 6

Dimension	Category A	Category B	Category C
	<ul style="list-style-type: none"> • Divisional Managers: 5 – 6 • Managers: 5 – 6 • Supervisors: 9 - 15 	<ul style="list-style-type: none"> • Divisional Managers: 5 – 6 • Managers: 5 – 6 • Supervisors: 9 – 15 	<ul style="list-style-type: none"> • Divisional Managers: 4 – 5 • Managers: 4 – 5 • Supervisors: 9 – 12
Core to support employee ratio	<ul style="list-style-type: none"> • 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).

- (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;

- (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.

- (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—

- (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;

- (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.

- (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

- (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.

- (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

- (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;

- (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;

- (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;

- (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.

(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.

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.

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.

- (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—

- (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.

- (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.

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.

- (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.

- (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;

- (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;

- (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 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.

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.

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;

- (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 —

- (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;

- (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;

- (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.

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.

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.

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 extent that the levels of work cannot be defined within a career stream. If such an eventuality arise, a municipality must identify the career stream with the closest match for the relevant occupational stream in respect of the designation, qualifications, competencies, skills and knowledge in any of the prescribed competency frameworks.

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.

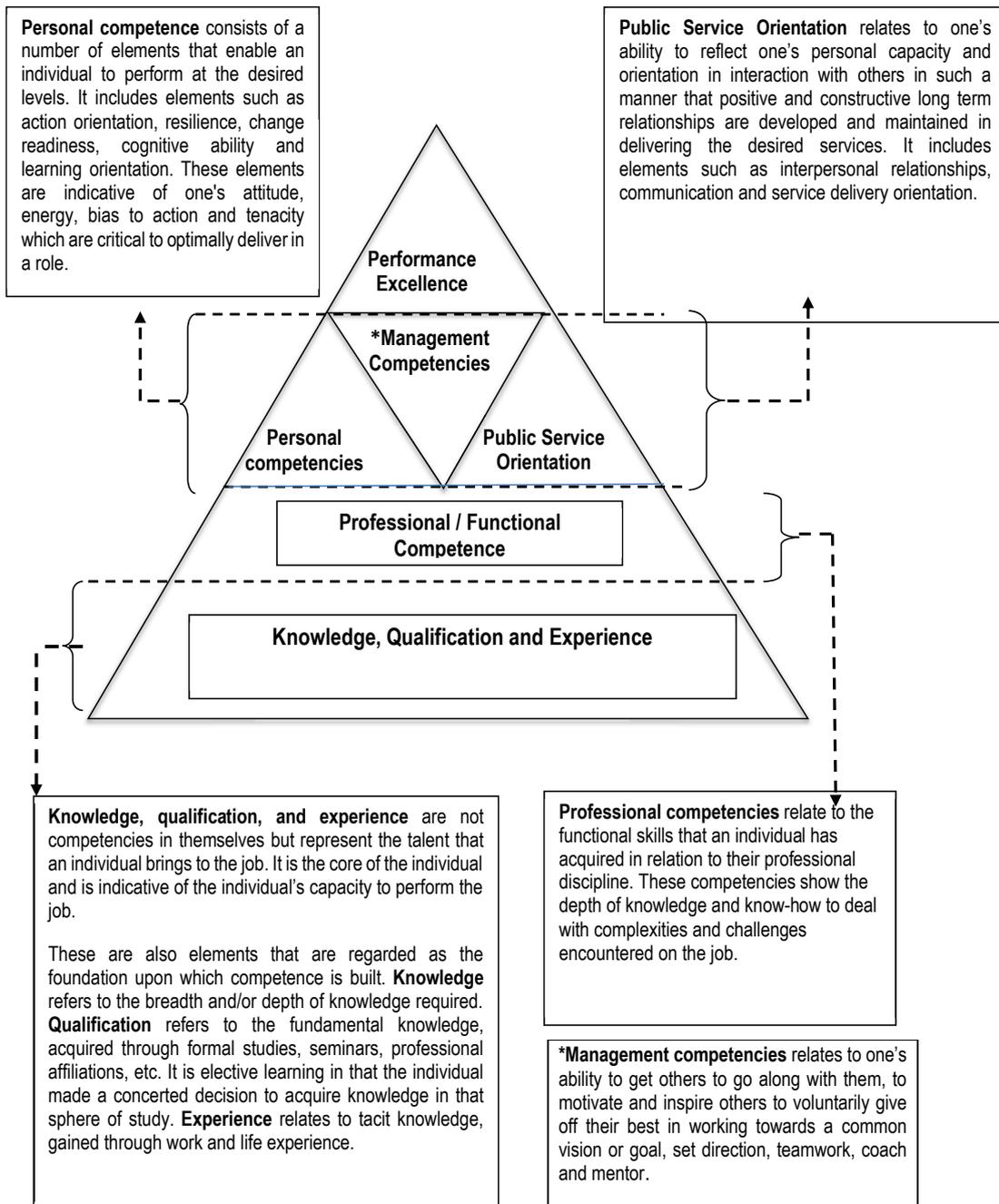
3. Interpretation

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

Figure 1: Application of the Competency Framework



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

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

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

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

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

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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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Transport Roads and Storm-water Water and Sanitation Solid Waste Electricity / Energy Fleet Management Mechanical Workshops Laboratories Science 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Revenue Treasury Budgets Supply Chain Management Expenditure Valuations
COMPETENCY FRAMEWORKS ACROSS FUNCTIONAL CLUSTERS	<ul style="list-style-type: none"> Planning Professionals Urban Design Architecture Building Inspectors Economic Development Plans Examiners Engineering Professionals Engineering Technicians 	<ul style="list-style-type: none"> Planning Professionals Urban Design Architecture Engineering Professionals Engineering Technicians Engineering Technologists Laboratory Technical Assistants Laboratory Technicians 	<ul style="list-style-type: none"> Specialised Environmental Health (Air Quality) Environmental Health Practitioners Medical Professionals including nursing Pharmaceutical Services Health Promotions Fire and Rescue 	<ul style="list-style-type: none"> Committee Services Communications Forensic Services Human Resources Integrated Development Planning Immovable Property / Asset management Internal Audit Investigators / Ombudsman Information Technology 	<ul style="list-style-type: none"> Meter Reading (Investigators) Supply Chain Management Valuers Accountants Revenue Treasury Budgets

	<ul style="list-style-type: none"> • Engineering Technologists • Field Officers (Anti-Land Invasion) • Property Management • Quantity Surveying • Social Development • Facilitation • Social Development Special Projects 	<ul style="list-style-type: none"> • Scientists • Sampling Services • Quantity Surveying • Process Controller • Process Operator 	<ul style="list-style-type: none"> • Librarians • Lifeguards • Uniformed Staff including: <ul style="list-style-type: none"> ➢ Traffic ➢ Law Enforcement ➢ Metro Police 	<ul style="list-style-type: none"> • Legal Services • Printing Services • Records Management 	
<p>GENERIC CROSS CUTTING CAREER STREAMS / COMPETENCY FRAMEWORKS</p>	<ul style="list-style-type: none"> • Administrative Support • Artisans • Facilities Management • Finance Professionals • Management / Leadership • Project Administrative support • Project / Programme management • Supervisors / Foreman • Geomatics • Geographical Information Systems • Operational including: <ul style="list-style-type: none"> ➢ Labourer / Worker ➢ Senior Labourer / Senior Worker ➢ Handyman / Senior Handyman ➢ Light Equipment Operators ➢ Small Plant Operators ➢ Mechanical Plant Operators ➢ Driver Grade 1 / 2 / 3 ➢ Driver Special Category ➢ Chauffeur 				

ADMINISTRATIVE COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Clerk Courier Office Assistant Data Capturer Receptionist 	<ul style="list-style-type: none"> Assistant Administrative Officer Stores Clerk Specialist / Senior Clerk Call Centre Agents Office Administrator Secretary 	<ul style="list-style-type: none"> Administrative Supervisor Depot Administrator Administrative Officer Personal Assistant / Senior Executive Secretary Call Centre Team Lead 	<ul style="list-style-type: none"> Office Manager Administrative Manager Call Centre Supervisor
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Provides routine clerical support and follows standard procedures; and Operates under direct supervision. 	<ul style="list-style-type: none"> Performs complex administrative functions which require specialised knowledge; and Operates under limited supervision. 	<ul style="list-style-type: none"> Specialised knowledge of admin processes and procedures within a functional area / s; Supervises more junior clerical staff; and Knowledge of Archive Act. 	<ul style="list-style-type: none"> Full range of administrative knowledge in the management of a function; Manages administrative and clerical staff; and Knowledge of Archive Act.
EXPERIENCE	<ul style="list-style-type: none"> 0-2 years' experience. 	<ul style="list-style-type: none"> 2-5 years' relevant experience. 	<ul style="list-style-type: none"> 5-8 years' relevant experience with supervisory experience. 	<ul style="list-style-type: none"> 8 years or more relevant experience of which 2 years must be at Supervisory level.
QUALIFICATION	<ul style="list-style-type: none"> Grade 12; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> Grade 12; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> Grade 12; Computer Literacy: MS Office; and Personal Assistant / Senior, senior / executive secretary 	<ul style="list-style-type: none"> A relevant three-year tertiary qualification, preferably a National Diploma or B degree; and Computer Literacy: MS Office

		COMPETENCIES			
		also require a relevant secretarial certificate.			
COMPETENCY LEVELS		1	2	3	4
Core Professional Competencies					
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	<ul style="list-style-type: none"> Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; 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.	<ul style="list-style-type: none"> Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions, thereby avoiding mistakes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues. 	
3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others. 	

<p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.</p>	<ul style="list-style-type: none"> • Interacts with various clients / stakeholders on a daily basis; and • Answers basic questions politely and helpfully. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Gives options for client / stakeholders actions from a range of actions available; and • Follows through on option selected by client / stakeholder within confines of laid down procedure. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Ascertains a range of options for client / stakeholder action; • Gives options and recommendation of preferred option to client / stakeholder; • Provides reasons for preferred option; and • Follows through on final decision. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Identifies preferred solution with potential consequences; • Decides on best option within risk profile; • Creates understanding with client / stakeholder / groups as to best option; and • Executes option and accepts consequences and accountability.
<p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • Follows laid down procedures as prescribed in policy / standard operating procedures; • Is alert to potential conflicts of interest and follows procedures to deal with these; • Brings potential issues of conflict to the attention of the supervisor; and • Aware of resources available to resolve ethical issues. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies and evaluates risks involved in alternative courses of action; • Able to identify risks involved in alternative courses of action; and • Recommends appropriate course of action to supervisor. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Evaluates relevant facts, issues and risks; • Distinguishes among various options; • Resolves ethical and potential conflict of interest issues to conclusion taking into account associated risks; and • Upholds good and ethical conduct.

<p>6. Organisational Awareness</p> <p>The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p>	<ul style="list-style-type: none"> • Understands how a business unit functions; • Basic knowledge about the municipality; • Basic knowledge of the local government environment; • Knowledge of the municipality's priorities and goals; • Operates within of the municipality's policies and procedures; and • Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and is able to communicate the municipality's priorities and goals; • In-depth knowledge of municipality's policies and procedures; • Understands priorities, goals and issues within local government sector; • Understands and applies the regulatory framework in local government within the functional area; and • Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Contributes to shaping the departmental specific goals and priorities; • Well-developed knowledge of relevant municipal legislation; and • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; • Contributes to shaping the Directorate / Municipality's policies and procedures; • Demonstrates knowledge of relevant municipal legislation; and • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.
<p>7. Problem Solving</p> <p>The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.</p>	<ul style="list-style-type: none"> • Identifies simple problems within a set process; • Alerts the supervisor of problems within a set process; and • Solves problems of a basic nature. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies problems in processes; and • Refers problems to supervisor for resolution but offers alternatives or recommendations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Breaks problems into component parts; • Understands to whom to refer problematic elements; • Gets input from team / colleagues as to possible solutions; • Develops alternative solutions and refers to supervisor for approval; and • Follows up on resolutions. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Conceptualises possible solutions to problems; • Weighs each solution against best-practice criteria; • Establishes and executes plans to solve problems engaging others as necessary; and • Ensures implementation and buy-in to the solution.
<p>8. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule; • Modifies plans in line with instructions from supervisors; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Plans tasks on a daily basis according to assessment of schedule of activities; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Plans tasks weekly; • Prioritises tasks on a daily basis according to an 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Plans tasks on a monthly basis for self and others; • Prepares delegated plans for others on a weekly basis; and

	<ul style="list-style-type: none"> Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Modifies and arranges elements in a process to improve it on an ongoing basis; and Makes recommendations on improvements to a process or system. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands entire process with a view to ongoing improvement; and Designs processes to address specific issues with input and approval from supervisor / colleagues. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness; 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.	<ul style="list-style-type: none"> Ability to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; Demonstrates basic computer literacy; and Basic knowledge of MS Office. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Ability to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone; and Intermediary knowledge of MS Office. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Able to use advanced features of MS Office packages; and Able to process data utilising various computer software packages. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands how to use computer packages to process a range of data; 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.	<ul style="list-style-type: none"> Enters data into specific applications, computerised or manual according to set procedures; and Checks data as it is entered for obvious errors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Able to conduct basic analysis of data by printing out standardised reports. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint). 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Able to analyse complex data through the creation of spreadsheets and databases; and Able to summarise conclusions to analysis in order to make meaningful decisions.

Public Service Orientation Competencies				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Develops communications geared for various audiences; • 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3;

<p>services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.
<p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Addresses less complicated problems promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision.
Personal Competencies			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist</p>	<ul style="list-style-type: none"> Accepts criticism about performance in stride, while maintaining work standards; and Stays calm under pressure. 	<ul style="list-style-type: none"> Demonstrate competencies from level 1; Shows emotional resilience and handles difficult situations effectively; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect

<p>with goals despite obstacles and setbacks.</p>		<ul style="list-style-type: none"> • Responds constructively to adverse situations and has calming influence on others; and • Continues to attempt to improve, despite setbacks. 		<p>situations which might cause setbacks or failures.</p>
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>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'.</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice. 	<ul style="list-style-type: none"> • 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			
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
		<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shares knowledge and information with peers and subordinates; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to identify appropriate training interventions; and • Able to understand the underlying causes for non or poor performance and to provide the appropriate support. 	<ul style="list-style-type: none"> • Demonstrates competencies from 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
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p> <p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> • Professional Draughtsperson / Technician • 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). 	<ul style="list-style-type: none"> • Professional Architectural Technologist • 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). 	<ul style="list-style-type: none"> • Senior Professional Architectural Technologist • Knowledgeable in, and competent to, undertake conceptualization and detail design and compile architectural documentation for a simple less complex multi-story building as well as long span structures; based on the client's brief, budget limitations as well as spatial parameters and legal constraints, which are sensitive to and respectful of the environment, cultural, heritage, as well as sustainability issues, within an urban, a sub-urban or rural context; • Knowledge of process on appraising and defining a problem; • Knowledge of how to present the design synthesis in a logical manner; and 	<ul style="list-style-type: none"> • Professional Architect • 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

				<ul style="list-style-type: none"> Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009). 5-8 years relevant experience, preferably in architectural field.
EXPERIENCE	<ul style="list-style-type: none"> 0-2 years relevant experience. 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 	<ul style="list-style-type: none"> 2-3 years relevant experience. A relevant tertiary qualification, preferably a National Diploma Architecture [3years, 360 credits]; or An Advanced certificate [total 240 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 	<ul style="list-style-type: none"> Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009). 3-5 year relevant experience including post graduate internship experience to obtain a license. 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 	<ul style="list-style-type: none"> Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009). 5-8 years relevant experience, preferably in architectural field. 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
QUALIFICATION				

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.	<ul style="list-style-type: none"> Understands how a business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment; Knowledge of the municipality's vision, objectives and priorities; Operates within of the municipality's policies and procedures; and Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and is able to communicate the municipality's 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Follows laid down procedures as prescribed in policy / standard operating procedures; Is alert to potential conflicts of interest and follows; procedures to deal with these Brings potential issues of conflict to the attention of the supervisor; and Aware of resources available to resolve ethical issues. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; Able to identify risks involved in alternative courses of action; and Recommends appropriate course of action to supervisor. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Evaluates relevant facts, issues and risks; Distinguishes among various options; Resolves ethical and potential conflict of interest issues to conclusion taking into account associated risks; and Upholds good and ethical conduct at all times.

<p>3. Research, Analysis and Interpretation</p> <p>The ability to process, appraise and report on a Client's requirements with the intention of constantly improving the quality of the built environment.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Able to conduct basic research and analysis of data. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Socio-Economic and Socio-Political Awareness</p> <p>Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest and concerns.</p>	<ul style="list-style-type: none"> Demonstrates an understanding of the organisational and local government processes; Understands and internalizes the municipality's priorities and goals Understands sector policies and legislation In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 support the implementation of Provincial Growth and Development Strategies. Understands broader context and is able to assess the

<p>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.</p>	<ul style="list-style-type: none"> Is well organised and ensures that all logistics associated with the public consultation process are addressed. 	<p>municipality's policies and procedures</p> <ul style="list-style-type: none"> 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. 	<p>In-depth knowledge of municipal and sector legislation</p> <ul style="list-style-type: none"> 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. 	<p>Implications for the municipality</p> <ul style="list-style-type: none"> Has credibility and ability to influence policy making at a higher level and may influence national norms and standards for municipal services <ul style="list-style-type: none"> 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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<p>6. Planning and Organising</p> <p>The ability to plan activities and building projects within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds forums to discuss planning for the longer term (1 to 5 years) and consolidates input.
<p>7. Mitigating Risks</p> <p>The ability to identify potential problem areas, to break the problem into component parts, generate potential solutions, select an option and implement it.</p>	<ul style="list-style-type: none"> Identifies simple risks within a set process; and Alerts supervisor of risks within a set process. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies risks in processes; and Refers risks to supervisor for resolution but offers alternatives or recommendations. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Conceptualises possible solutions to risks; Weights 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.
<p>8. Negotiation</p> <p>The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p>	<ul style="list-style-type: none"> Shows confidence in engaging with internal and external stakeholders; Communicates effectively; Shows consideration when working with 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. 	<ul style="list-style-type: none"> Establishes clear mandate for negotiations; Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation; Understands negotiation methodology and processes; Negotiates objectively and focuses interaction on the relevant issues; and Builds common ground by pointing out areas of 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.

		agreement, focuses efforts by pointing out areas of disagreement.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder groups as to best option; and Executes option and accepts consequences and accountability.
9. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	<ul style="list-style-type: none"> Interacts with various staff members and managers on a daily basis; and Answers basic questions politely and helpfully. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents in terms of SANS10400; and Accurately reviews documents and edits documents created by others. 	
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.	<ul style="list-style-type: none"> Checks work for errors and omissions before submission; and Does all the required printing and assembling of documentation for approval of a manager. 	<ul style="list-style-type: none"> 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. 			
Functional Competencies					
1. Architectural Design The conceptualisation of a brief into spatial ideas that encompass the various aspects of context, scale, climate, budget, social,	<ul style="list-style-type: none"> Basic idea formulated into concept and expressed into a form at a fundamental level. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Knowledge of the conception of an idea to its spatial expression into a form, shape or space. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	

<p>political and economic factors with the intent of facilitating construction.</p>	<ul style="list-style-type: none"> • Basic understanding of knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Demonstrates sufficient knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Expert knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution.
<p>2. Context and Appropriate Fit The understanding of the context to a piece of work that will inform the design solution fit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Prepares considered, high quality reports for decision-making within the organisation; and • Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.
<p>3. Written Communication The ability to communicate in writing as appropriate to specific audiences.</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues; and • Confirms / clarifies understanding of instructions, thereby avoiding mistakes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level; and • Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Interprets complex language / communication; and • Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
<p>4. Oral Communication The ability to articulate a message in an understandable and convincing manner.</p>	<ul style="list-style-type: none"> • Able to understand basic graphic instructions from superiors and colleagues; and • Confirms / clarifies understanding of instructions, thereby avoiding mistakes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Interprets complex graphic ideas; and • Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Demonstrates effective graphic skills for complex and sensitive topics and issues.
<p>5. Graphic Communication The ability to communicate and articulate ideas and intent graphically to clearly convey spatial proposals.</p>	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Interprets complex graphic ideas; and • Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Demonstrates effective graphic skills for complex and sensitive topics and issues.

<p>6. Use of Technology</p> <p>The ability to efficiently and effectively utilize relevant computer aided design software in the workplace for improved service delivery.</p>	<ul style="list-style-type: none"> Ability to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; and Good knowledge of computer-aided design software for the creation of 2-D and 3-D modelling. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Ability to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone; and Expert knowledge of computer-aided design software for the creation of 2-D and 3-D modelling. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands how to use computer packages to process a range of data; Optimise the use of technology for effective and efficient operations within the organisation; and Extensive knowledge in the usage of computer-aided design software for the creation of 2-D and 3-D modelling.
<p>7. Construction Technology</p> <p>Ability to understand and show the intent of various methods of construction to adequately and legally advise a contractor.</p>	<ul style="list-style-type: none"> Basic knowledge of principles of construction technology. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Demonstrates good knowledge of technological and construction processes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Understands and demonstrates advanced knowledge of construction techniques. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Gives expert advice on the various construction technologies to the team.
<p>8. Monitoring and Control</p> <p>The ability to monitor construction projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p>	<ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensure that all details of a project are accomplished; and Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 2; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notifies errors or problems prior to projects being completed; and Gathers information on the probability of success and the consequences of failure. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Establish a system to follow up on projects / tasks / assignments; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.

Public Service Orientation Competencies			
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Communicates effectively with colleagues and clients; and • Able to communicate design information in a clear and concise manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers.
		<ul style="list-style-type: none"> • 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. 	
		<ul style="list-style-type: none"> • 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. 	

<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; and • Understands and articulates community needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Establishes a collaborative relationship with the community; • Speaks effectively on service delivery matters as required; and • Manages community expectations within financial, technical and capacity constraints.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; • Takes personal responsibility for providing excellent service quality; and • Addresses less complicated problems promptly, without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands the client's issues and seeks information about their current and future requirements; • Supports others to take personal responsibility to deliver excellent customer service; and • Monitors client satisfaction. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.). 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Recognises individuals and areas that are demonstrating behaviors and outcomes consistent the client service vision.
Personal Competencies				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Grasps new challenges with enthusiasm; • Shows initiative; and • Quick to act. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows enthusiasm to take on new projects; and • Willing to take on new challenges. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Self-starter; • Driven to meet deadlines; and • Initiates contact with others. 	<ul style="list-style-type: none"> • 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

<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Successfully completes projects with time and budget allocations. 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.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Shows a willingness to learn. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and

		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Coaches and mentors others, sharing knowledge and experiences with others.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere</p>	<ul style="list-style-type: none"> Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.

<p>to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • Takes responsibility for own actions. 	<ul style="list-style-type: none"> • Shares information openly, whilst respecting the principle of confidentiality. 	<p>with the rules and regulations of the organisation / department; and</p> <ul style="list-style-type: none"> • Acts decisively against corrupt and dishonest conduct. 	
Management / Leadership Competencies				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Commands respect from peers and subordinates. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Motivates and inspires others; • Effectively influences senior management and executive; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives.
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Fosters a strong sense of team belonging; and • Contributes towards positive climate within team. 	<ul style="list-style-type: none"> • 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.
<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Good at establishing clear direction; and • Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team;

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to identify own and other's development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Has strong subject matter knowledge; and • Able to identify appropriate training interventions. 	<ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focussed performance.
		<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to understand the underlying causes for non or poor performance and to provide the appropriate support; • Actively involved in the retention and development of talent within the unit; • Actively creates development opportunities by crafting roles to best meet the needs of individuals; and • Constantly on the lookout for training opportunities for subordinates. 		

ARTISAN COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Apprentice Journeyman Artisan Aide Artisan Assistant Maintenance Assistant (Section 28 Artisan) 	<ul style="list-style-type: none"> Electrician Instrument Mechanician Fitter and Turner Special Workman Artisan Engineering Artisan Construction (Section 13 Artisan) 	<ul style="list-style-type: none"> Senior Artisan Artisan Supervisor Specialist Engineering Artisan 	<ul style="list-style-type: none"> Maintenance Supervisor / Manager Engineering Superintendent (Artisans Trade)
KNOWLEDGE	<ul style="list-style-type: none"> Assists technical staff. Follows short term instructions. Closely supervised. Performs easily observable actions. 	<ul style="list-style-type: none"> Perform activities within a trade. Works independently and could supervise staff; and Special Workman – Performs non-qualified artisan work. 	<ul style="list-style-type: none"> Perform high level more complex activities within a trade. Works independently and could supervise staff. 	<ul style="list-style-type: none"> Performs more specialised activities within a trade. Works independently and could supervise staff.
EXPERIENCE	<ul style="list-style-type: none"> Studying towards a trade certificate or one years' experience required. 	<ul style="list-style-type: none"> 1-2 years' experience required; and Special Workman 2-3 years' experience required. 	<ul style="list-style-type: none"> 3-5 years post apprenticeship experience required. 	<ul style="list-style-type: none"> 5 years or more post apprenticeship experience required.
QUALIFICATION	<ul style="list-style-type: none"> Studying toward a trade certificate. 	<ul style="list-style-type: none"> Trade certificate; and Special Workman – Preferably a Proficiency certificate, Grade 11 or equivalent N2 level certificate. 	<ul style="list-style-type: none"> Trade certificate. 	<ul style="list-style-type: none"> Trade certificate.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.	<ul style="list-style-type: none"> Remains focused on task at hand; Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion; and Completes tasks on time. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Monitors and controls activities by maintaining a log of work, production, or maintenance; Able to prioritise tasks; Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate; and Able to prioritize resources to meet competing deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Clearly communicates expectations to supervised staff; Provides guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; and Makes contingency plans. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Knows and relies on the "experts" in various departments who can address and solve special problems; Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers); Establishes appropriate procedures to keep informed of issues and results; 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.	<ul style="list-style-type: none"> Deals with clearly defined problems that are task specific that have a low impact and low risk; Applies a pragmatic approach to problem solving; Applies tacit knowledge / experience to determine best possible solutions; and Knows when to refer problem to supervisor for resolution. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies problems following defined diagnostic processes; Identifies various alternative options and selects most appropriate solutions; Understands potential impact of problems to own working environment; and Can identify problems that are not routine and will refer to supervisor for resolution. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Generates various solutions / options and contingency plans for localized problems; Involves the appropriate people, to resolve complex task related problems; and Puts preventative measures in place to ensure that problems do not recur in the future. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Probes deeply and considers consequences and risks attached to actions and the impact of solutions; and Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur.

<p>3. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list; and Modifies plans in line with instructions from supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies resource requirements for undertaking specific tasks; Organises, prioritises and schedules tasks so that they can be performed with efficient use of time and resources; Measures progress and monitors performance and results; and Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Checks work for errors; Checks against set standards and regulations; Initiates action to correct quality problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Maintains a project checklist covering all detail that may be overlooked 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages general quality assessment and reporting.

Functional Competencies			
<p>1. Work Place Safety</p> <p>The ability to identify and correct conditions that affect employee safety.</p>	<ul style="list-style-type: none"> Displays knowledge of all related safety or security regulations; Is aware of co-workers' safety in the workplace; Understands how to use and operate safety equipment; Enforces safety and / or security procedures; and Is aware of the hazards of working with dangerous materials. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates and / or explains safety equipment and / or procedures; Reviews safety training materials; Identifies safety issues and problems—Detects hazardous working conditions; Is alert to unsafe work conditions; Checks equipment and / or work area regularly; and Takes corrective action—reports or corrects unsafe working conditions; makes recommendations and / or improves safety and security procedures; enforces safety regulations and procedures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 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
<p>2. Discipline Specific Skills</p> <p>Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> Undertakes routine tasks; Has developed a level of skill and experience in a technical area of work; and Is aware of factors that may negatively impact the completion of a job. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the technical language of the job; Understands the technical components of the job and has a sound understanding of specific trade principles; Able to read schematic drawings and basic designs; Understands the use and application of the full range of appropriate tools and equipment; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Advises and guides staff on policy and process application.

		<ul style="list-style-type: none"> 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				
<p>1. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Engages effectively with the general public and clients; and Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands and articulates client needs; and Manages client and business expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Establishes a collaborative relationship with client and line departments; and Has in-depth knowledge on service delivery matters as it relates to their work area.
<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the organisation; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful;

	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Aware of how people and municipality interface and function.
<p>3. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Able to understand basic verbal instructions from supervisor and colleagues; Checks own understanding of tasks and expectations to avoid making mistakes; and Understands basic technical jargon. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Customer orientation and customer focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; 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 outcomes, (i.e. performance 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

		Personal Competencies		management, resource allocation etc.)
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Supports an action oriented culture that assists the department in achieving its goals.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches the broader organisational environment to detect situations which might cause setbacks or failures.
<p>3. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Admits own mistakes and weaknesses and seeks help from others were unable to deliver; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Aware of potential conflicts of interest and follows procedures to deal with conflicts; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Acts decisively against corrupt and dishonest conduct.
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop</p>	<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Creates a learning environment and encourages others to learn and share from 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Remains abreast of changes in the industry; and Promotes best practice.

insight and focus on continuous self-improvement.	<ul style="list-style-type: none"> Seeks ongoing support for own limitations (e.g. from supervisor or colleague). 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; 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.	<ul style="list-style-type: none"> Deserving of respect from peers and supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Makes positive impact and comes across as confident and competent; Motivates subordinates to accomplish tasks and missions; and Has credibility with staff. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Tactfully confronts and corrects others when necessary; and Fosters team work and collaboration. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Effectively influences colleagues and supervisors at more senior levels; Establishes support and projects authority and credibility; and

	<ul style="list-style-type: none"> • Co-operates and works well with others; • Shows consideration towards others; and • Seen to be reliable and dependable. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shares information and collaborates easily with others; • Shows initiative and confidence in dealing with others; and • Participates actively as a member of a team. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Encourages team approach to problem solving; • Involves others by listening to and fully involving others in team decisions; and • Recognises and respects the value of diverse views. 	<ul style="list-style-type: none"> • Uses influence to achieve objectives and sell ideas. • 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.
<p>3. Team Orientation The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Appears willing to learn new ways of doing things. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands subordinates' limitations; • Provides guidance and support where necessary; • Understands own development needs; and • Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Encourages 'on-the-job' training and the acquisition of new skills; • Anticipates mistakes and freely offers assistance without being overbearing; and • Monitors progress and gives individuals specific feedback on their performance. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Has specialised subject matter knowledge; and • Shows an ability to understand underlying causes for non- or poor performance and to provide the appropriate support.
<p>4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>				

ASSET MANAGEMENT COMPETENCY FRAMEWORK (IMMOVABLE PROPERTY)

LEVELS	1	2	3	4
<p style="text-align: center;">TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> • Assets Officer 	<ul style="list-style-type: none"> • Operational Manager: Assets • Senior Assets Officer 	<ul style="list-style-type: none"> • Assistant Manager: Assets • Senior Specialist: Portfolio Strategy • Senior Specialist: Property Research & Analysis • Principal Assets Officer 	<ul style="list-style-type: none"> • General Manager Property Asset Management • Chief Specialist: Portfolio Strategy and Analysis
<p style="text-align: center;">KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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;

	<p>operational solutions and services:</p> <ul style="list-style-type: none"> • Assist with Operational Implementation of Property Department's Asset Management Plan for identified assets; and • Assist with Operational maintenance of Annual Asset Management Plans. 	<p>Department mandate for identified assets:</p> <ul style="list-style-type: none"> • 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. 	<p>disposals in terms of the Municipality's Policies:</p> <ul style="list-style-type: none"> • Manage all Council owned property portfolio assets, and implement appropriate property asset management planning systems and tools in support of Property Department mandate; • Implement expert solutions and services that align with Property Department's business strategy, vision and mission; • Implement Property Department's Asset Management Plan that is optimally and efficiently utilized; • Maintain the strategic and annual Asset Management Plans aligned with Municipality's budget; and • Execute the asset needs acquisition management, operational and disposal plans. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 2-5 years relevant experience required. 	<ul style="list-style-type: none"> 5-8 years relevant experience required. 	<ul style="list-style-type: none"> 8 years or more relevant experience required in Property Asset Management at middle / senior management. 	<ul style="list-style-type: none"> 8 years or more relevant experience required in Property Asset Management at middle / senior management.
QUALIFICATION	<ul style="list-style-type: none"> A relevant post matric qualification, preferably a Certificate / Diploma or equivalent in Property Asset Management / Finance / Finance / Property valuation. 	<ul style="list-style-type: none"> A relevant post matric qualification, preferably a Certificate / Diploma / B-Degree in Property Asset Management / Finance / Property valuation. 	<ul style="list-style-type: none"> A relevant tertiary qualification, preferably a Bachelor's Degree / equivalent or an Honours degree in Property Asset Management / Business Management / Finance / Property valuation. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis; and Answers basic questions politely and helpfully. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Gives options for client / stakeholders actions from a range of actions available; and Follows through on options selected by client / stakeholder within confines of laid down procedure. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Ascertain 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder / groups as to best option; and Executes option and accepts consequences and accountability.

<p>2. Technical Communication</p> <p>The ability to convey technical information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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<p>3. Organisational Awareness</p> <p>Demonstrates an awareness of the Municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the Municipality.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of how the municipality works; • Is aware of the municipality's goals and objectives; and • Is diplomatic and tactful. 	<ul style="list-style-type: none"> • 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. 	<p>information is correct and complete.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p>4. Conceptual Thinking</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines when solving problems; Knows when to refer problems to superior for resolution; and Shows initiative in suggesting possible solutions to certain problems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, analytical reasoning and conceptual understanding; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Demonstrates an intuitive grasp of issues and is able to link information; Looks for new ways to solve problems and demonstrates innovative and creative thinking; 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. 	<ul style="list-style-type: none"> 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				
<p>1. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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

<p>2. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p>	<ul style="list-style-type: none"> Ensures proper records of financial affairs and transactions. 	<ul style="list-style-type: none"> Demonstrates competencies from 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. 	<ul style="list-style-type: none"> Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems. <ul style="list-style-type: none"> 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. 	<p>large to small service providers, artists or experts.</p> <ul style="list-style-type: none"> 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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<p>3. Information Measuring and Monitoring</p> <p>Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> • Captures data accurately, checking for accuracy, and • Able to conduct basic data analysis. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Establishes what needs to be monitored; • Develops monitoring systems that are easy to use and provide data that is relevant and timely; • Implements tracking systems; and • Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly.
<p>4. Technology Usage</p> <p>Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role; and • Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the department. 	<ul style="list-style-type: none"> • Demonstrates competencies from 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

				technological equipment in the area.	
Public Service Orientation Competencies					
<p>1. Service Delivery Orientation</p> <p>The ability to focus staff on service delivery and the interests of the residents and their communities.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Researches needs of clients; • Consults clients and stakeholders on ways to improve the delivery of services; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • 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; and • Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Establishes a collaborative relationship with the community; • Speaks effectively on service delivery matters as required; • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and • Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information. 	

<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Acknowledges contributions of others; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledges merits in others arguments and incorporates proposals where warranted; and • Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships.
<p>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.</p>	<ul style="list-style-type: none"> • Ensures that all written and spoken communication is concise and well structured; • Communicates information in an appropriate style related to the situation; • Uses appropriate language and avoids the use of jargon; • Ensures that communication has clear purpose; • Ensures that communication is factual, accurate and provided on time; • Communicates information in an interesting way; • Pays attention and shows interest in what others are saying; • Uses correct spelling, punctuation and grammar; • Listens carefully to understand; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Deals with issues directly; • Clearly communicates needs and instructions; • Clearly communicates decisions and the reasons behind them; • Communicates face to face wherever possible if appropriate; • Speaks with authority and confidence; • Changes the style of communication to meet the needs of the audience; • Manages group discussions effectively; • Summarises information to ensure a common understanding; • Supports arguments and recommendations effectively in writing; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Makes sure that people get important messages and receive decisions accurately; • Delivers effective presentations to a wide variety of audiences; • Uses appropriate visual aids and techniques to get the message across and help understanding; • Deals with issues effectively even when under extreme pressure from the media; • Considers how different audiences will interpret information; • Communicates in a way that is understandable and meaningful to everyone; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.

	<ul style="list-style-type: none"> Asks questions to clarify issues. 	<ul style="list-style-type: none"> Produces well-structured reports and written summaries; and Able to provide accurate, clear testimony in a court of law. 	<ul style="list-style-type: none"> Checks how effective communication is to the target audience; and Takes every opportunity to reinforce important messages. 	
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problem promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> 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.). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
Personal Competencies				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Stays calm and focussed under pressure; • Controls his / her emotions; and • Handles criticism constructively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Proactively searches the environment to detect situations which might cause setbacks or failures
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Deals effectively with change; • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> • Embraces opportunities to learn new things; • Willingly attends courses and programmes; • Transfers knowledge to the workplace; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows willingness to learn new things and acquire knowledge; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Remains abreast of changes in the industry; • Encourages others to learn and share from mistakes 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Is networked within the industry; • Creates a learning environment; and

<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Shares information and knowledge with others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • and shares experiences; and • Promotes best practice. 	<ul style="list-style-type: none"> • Coaches and mentors others, sharing knowledge and experiences with others.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and • Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes transparent and accountable administration.
Management / Leadership Competencies				
<p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals; and • Good at establishing clear direction. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Recognises and rewards those employees (within his / her discretionary authority) whose actions support the attainment of goals and objectives; • Defines roles and responsibilities for team members and clearly communicates expectations; • Grasp and articulates the big picture and its implications; • Maintains a clear focus on the long term goals and

<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional; • Is respected by peers and subordinates; and • Convinces executive of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Motivates subordinates to accomplish tasks and missions; • Influences others effectively using a number of techniques; and • Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> • 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; • Tacitly 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 	<ul style="list-style-type: none"> • produces more than one way of getting there; and • Initiates and manages change in pursuit of strategic objectives.
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<p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<p>to move towards a specific agenda.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; • Sets challenging tasks that stretches individuals abilities and self-confidence; and • Actively renews own personal and professional skills and applies them in a productive way in the work environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from 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.
<p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others; • Able to manage in a multi-disciplinary team; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Involves and empowers team in setting and achieving goals; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Uses complex strategies such as team assignments, cross training, etc. to

<p>techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Works effectively with people from other municipalities / departments. 	<ul style="list-style-type: none"> • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; • Draws on diverse backgrounds, skills and knowledge of team members; • 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. 	<p>promote team morale and productivity; and</p> <ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> Assistant Building Inspector 	<ul style="list-style-type: none"> Building Inspector 	<ul style="list-style-type: none"> Senior Building Inspector 	<ul style="list-style-type: none"> Principal Building Inspector
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Acquiring knowledge of operational execution of duties relating to Building Development Management. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 year's appropriate experience. 	<ul style="list-style-type: none"> 3 - 5 years building industry experience. 	<ul style="list-style-type: none"> 5 - 8 years building industry experience. 	<ul style="list-style-type: none"> More than 8 years building industry experience of which 3 years must be in a supervisory capacity.
QUALIFICATION	<ul style="list-style-type: none"> Matric plus a relevant National Technical Certificate (NTC) qualification; 	<ul style="list-style-type: none"> A relevant National Diploma qualification as stipulated in the national building regulations; 	<ul style="list-style-type: none"> A relevant National Diploma qualification as stipulated in the national building regulations; 	<ul style="list-style-type: none"> A relevant National Diploma qualification as stipulated in the national building regulations;

	<ul style="list-style-type: none"> Computer literacy: MS Office; and Able to obtain a driver's license: Code EB. 	<ul style="list-style-type: none"> Computer literacy: MS Office; Driver's License: Code EB; and Eligible to be registered as a Peace Officer (Law Enforcement Officer). 	<ul style="list-style-type: none"> Computer literacy: MS Office; Driver's License: Code EB; and Eligible to be registered as a Peace Officer (Law Enforcement Officer). 	<ul style="list-style-type: none"> Computer literacy: MS Office; Driver's License: Code EB; and Eligible to be registered as a Peace Officer (Law Enforcement Officer).
COMPETENCIES				
Functional Competencies				
COMPETENCY LEVELS	1	2	3	4
1. Building Development Control Ability to pre-empt or respond to safety and security problems in the development of a building / buildings.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Initiates self-directed activity within the patrol area; Able to apply knowledge of local non-criminal statutes and regulations for minimising community safety issues; Controls critical incidents using standard operating procedures; Exercises judgement in stressful conditions; and Ensures safety of others whilst using force. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Co-ordinates multiple patrol activities; Plans and co-ordinates patrol activities for special events such as festivals and protests; and Maintains confidence and self-control under duress. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Able to develop strategies and procedures for dealing with community support services.

<p>2. Building Inspectorate Customer Centricity</p> <p>Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.</p>	<ul style="list-style-type: none"> • 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. <p>Assists with site inspections:</p> <ul style="list-style-type: none"> • 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 assist with coordinating site inspections with other departments (i.e. Fire, Health, sewerage, etc. contraventions, completions and Occupancy Certificates for buildings); • Able to assist with site inspections relating to hoarding and demolition permit applications; • Assists with building plans scrutiny; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies and takes action to deal with the issues and needs of different groups within the community; • Talks to people in the community and tries to understand the social issues that affect the community; • Identifies and builds relationships with influential people and groups within the community; • Persuades community members of the need to cooperate 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; • Encourages and finds ways for different groups to give their opinions; • Encourages and helps members of the community to 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Focuses policing plans, objective and targets on meeting the needs of the community; • Makes sure local objectives are agreed in partnership with local statutory and voluntary agencies; • Understands the complexity and effects of policing a variety of different communities; • Clearly identifies and acts on the views and needs of stakeholders and customers; • Is sensitive to the needs and interests of other organisations when working with them; • Makes sure the organisation relates to people of all ages, 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 	<ul style="list-style-type: none"> • 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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<p>3. Legal Administration</p> <p>Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> • Scrutinise minor work plans. • 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. 	<ul style="list-style-type: none"> • get involved in the organisation; and Promotes the interests of the Municipality to outsiders. • 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. 	<p>meeting their needs and dealing with their concerns.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p>4. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<ul style="list-style-type: none"> • Sells the benefits of a decision or situation to others; • Backs up arguments with facts; • Uses logic and reason to persuade and influence others; and • Presents convincing / persuasive arguments. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Handles objections by acknowledging issues and suggesting alternatives; • Involves people who have positive attitudes to get commitment from others; • Sets clear negotiating aims and outcomes; • Understands the negotiating position of others and considers them; and • Makes sure that everyone involved are satisfied with agreements that have been reached. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Assesses the reaction of key players and adjusts arguments accordingly; • Creates a vision of the future that others can relate to and find attractive; • Negotiates successful outcomes with stakeholders, gaining their support to achieve organisational objectives; • Identifies the real power base in other organisations as a starting point for negotiation; and • Understands outside partners' preferred approaches to agreeing solutions.
<p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • Alert to potential conflicts of interest and follows procedures to deal with conflicts; • Understands and follows municipal policies and legislation; • Understands resources available in municipality to resolve ethical issues; and • Able to identify risks involved in alternative courses of action. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies and evaluates risks involved in alternative courses of action; and • Recommends appropriate course of action to supervising practitioners. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Recognises potential conflicts of interest under applicable professional standards; • Identifies other contentious issues and resolves these with clients; • Fosters a culture of ethical behaviour; • Makes preliminary decisions and recommendations on difficult ethical issues; • Recommends a course of action based upon evaluation of relevant facts, issues and risks; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Properly resolves ethical, business and issue conflicts; • Evaluates relevant facts, issues and risks; • Distinguishes among various options; and • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.

Professional Competencies			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and Understands the issues impacting service delivery. 	<ul style="list-style-type: none"> Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.
<p>2. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Advocates innovative thinking in problem solving; and Gathers information and ideas from outside to benefit the municipality.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identifies trends in statistical data; Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that is rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions. 	
<p>3. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
<p>4. Information Management</p> <p>The gathering and analysis of data, in order to conclude thereon.</p>	<ul style="list-style-type: none"> Obtain / extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Manage, review and analyze SCM information and conclusions;

	<ul style="list-style-type: none"> • Check data as it is entered for obvious errors; • Formalise and enhancing templates; and • Managing the central repository and documents. 	<ul style="list-style-type: none"> • obvious errors or concerns; and • Identifies concerns and improvement areas that need to be addressed in terms of monitoring data. 	<ul style="list-style-type: none"> • 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 as quarterly risk trends as well as gaps and duplications; and • Quality check data entered into management software and extract accurate reports. 	<ul style="list-style-type: none"> • Draft / Review reports and conclude on results obtained; and • Maintain various electronic packages and systems required for records management
Public Service Orientation Competencies				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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.
<p>2. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being</p>	<ul style="list-style-type: none"> • Ensures that all written and spoken communication is concise and well structured; • Communicates information in an appropriate style related to the situation; • Uses appropriate language and avoids the use of jargon; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Deals with issues directly; • Clearly communicates needs and instructions; • Clearly communicates decisions and the reasons behind them; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Makes sure that people get important messages and receive decisions accurately; • Delivers effective presentations to a wide variety of audiences; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Deals with issues effectively even when under extreme pressure from the media; and • Considers how different audiences will interpret information.

<p>addressed, ensuring a common understanding.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Communicates face to face wherever possible if appropriate; Speaks with authority and confidence; Changes the style of communication to meet the needs of the audience; Manages group discussions effectively; Summarises information to ensure a common understanding; Supports arguments and recommendations effectively in writing; Produces well-structured reports and written summaries; and Able to provide accurate, clear testimony in a court of law. 	<ul style="list-style-type: none"> Uses appropriate visual aids and techniques to get the message across and help understanding; Communicates in a way that is understandable and meaningful to everyone; Checks how effective communication is to the target audience; and Takes every opportunity to reinforce important messages. 	
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.
Personal Competencies				
<p>1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Relentless in ensuring project objectives are met; and

<p>goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Willing to take on new challenges; • Is a self-starter; • Drive to meet deadlines; and • Initiates contact with others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Motivates the team to achieve results.
<p>2. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.</p>	<ul style="list-style-type: none"> • Deals confidently with members of the public, drawing on own skills and experience; • Is comfortable working alone with an appropriate level of supervision and guidance; • Puts a positive view on situation and concentrates on what can be achieved; • Is aware of personal stress and takes steps to manage it; • Accepts criticism and praise; • Controls emotions and does not get emotionally involved in disputes; • Is patient when dealing with people who make complaints; • Acts in a confident way when challenged; and • Says 'no' when necessary. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Is reliable in a crisis, remains calm and thinks clearly; • Sorts out conflict and deals with hostility and provocation in a calm and restrained way; • Responds to challenges rationally, avoiding inappropriate emotion; and • Deals with difficult emotional issues and then moves on. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Remains focused and in control of situations; • Makes and carries through decisions, even if they are unpopular, difficult or controversial; and • Stands firmly by a position when it is right to do so.
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Manage change effectively by driving change initiatives.

	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 		<ul style="list-style-type: none"> 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. 	
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>5. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable administration.

Management / Leadership Competencies			
			<ul style="list-style-type: none"> Acts decisively against corrupt and dishonest conduct.
<p>1. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates; and Able to identify own development needs. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.

<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Able to identify appropriate training interventions; and Able to understand the underlying causes for non- or poor performance and to provide the appropriate support. 	<ul style="list-style-type: none"> to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.
		<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates. 		<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.

COMMITTEE SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> • Dispatcher 	<ul style="list-style-type: none"> • Committee Clerk 	<ul style="list-style-type: none"> • Admin Officer: Committees • Committee Officer 	<ul style="list-style-type: none"> • Manager: Council / Committee Support
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 protocols; • Related administrative tasks; and • Monitoring and Supervision. 	<ul style="list-style-type: none"> • Provision of committee secretarial 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	<ul style="list-style-type: none"> • 6-12 months' relevant experience required. 	<ul style="list-style-type: none"> • 1-2 years' relevant experience required. 	<ul style="list-style-type: none"> • 3-5 years' relevant administrative experience required. 	<ul style="list-style-type: none"> • More than 5 years administrative experience required of which 3 years' or more must be managerial experience.

<p>QUALIFICATION</p>	<ul style="list-style-type: none"> Grade 10; and Code EB drivers' licence. 	<ul style="list-style-type: none"> Grade 12; and Computer literacy: MS Office 	<ul style="list-style-type: none"> Relevant post matric qualification, preferably an Administration or Secretarial Diploma or equivalent; and Computer literacy: MS Office 	<ul style="list-style-type: none"> Relevant 3-year tertiary qualification, preferably a B. Degree in Administration / Public Administration; and Computer literacy: MS Office
COMPETENCIES				
<p>COMPETENCY LEVELS</p>	1	2	3	4
Core Professional Competencies				
<p>1. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p>	<ul style="list-style-type: none"> Basic reading and writing only; Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Extensive knowledge and proficiency of Microsoft Word as well as Excel; and Above average typing speed. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; High proficiency of MS Office. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Able to manage the integration of technology in the operations of the office.
<p>2. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> Basic reading and writing skills for sorting and delivering communication to correct departments / councillors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Communicate with internal departments and / or external service providers in respect of the catering requirements and / or stationery and equipment needed for specific sessions; and Compiles and distribute the Execution Letter in order to make follow up on implementation of resolutions agreed upon. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Edits and proof reads all agendas and minutes; Drafts internal structured and management memos and letters; and Prepares considered high quality written communication.

<p>3. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies and allocates resources; • Responsible for the deployment and control of the necessary equipment to undertake the work; • Measures progress and monitors performance and results; • Ensure that catering and 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Determines tasks and resources—Determines project / assignment requirements by breaking them down into tasks; identifying equipment, materials and people needed; 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Manage and monitor routing of submissions; • Manage and use of Council resources in order to deliver an effective and efficient service; 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				
<p>1. People Management</p> <p>Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve organisational goals.</p>	<ul style="list-style-type: none"> Maintains good relations with co-workers as the job requires contact with all levels of personnel of different divisions. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Communicates effectively and acknowledges contributions of others; and Accurately captures information in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Assigns clearly defined tasks to subordinates; Gives direction to team in meeting objectives; Facilitates team goal setting and problem solving; Manages conflict through a participatory transparent approach; and Provides insight, assistance to subordinates in promoting a culturally and racially integrated workplace. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Lead, direct and manage staff within the unit so that they meet objectives; Ensure employees have clear role descriptions which are linked to overall strategic objectives of the unit; and Persuades political heads to adopt and implement resolutions / outcomes arrived at in Council meetings
<p>2. Task Management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> Effectively allocates own time to complete work; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to prioritize multiple resources to meet competing deadlines; Compiles and maintains a register work done; Study relevant documentation for Council sittings; Consult with experienced language practitioners externally when references do not offer solutions to translation problems; and Contribute towards setting up of language and orthography standards. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Provide guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; Makes contingency plans; Communicate with office bearers to establish items for inclusion on the agenda and the submission of general reports and proposals supporting the agenda items; and Allocate secretarial resources in accordance with the status and complexity of meetings and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Co-ordinate Council, Mayoral Committee, Management and other Committees; Prepare annual cycle of meetings with cut off dates; and Manage the use of Council resources in order to deliver an effective and efficient service.

Public Service Orientation Competencies			
	submitting completed schedules for approval and execution.		
<p>1. Service Delivery orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Researches needs of clients; • Consults clients and stakeholders on ways to improve the delivery of services; and • Acts professionally in interaction with clients and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Ensures all follow-up activities are completed; • Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards; and • Creates a climate of service delivery excellence for unit.
<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<ul style="list-style-type: none"> • Is able to establish rapport and gets on with others; and • Communicates effectively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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;

	<ul style="list-style-type: none"> Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Supports others to take personal responsibility to deliver excellent customer service; Understands the client's issues and seeks information about their current and future requirements; and Takes specific and sustained action to implement the client service vision. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations. 	<ul style="list-style-type: none"> Handles sensitive one-on-one discussions effectively (does not disclose sensitive information); and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
<p>3. Customer orientation and customer focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Supports others to take personal responsibility to deliver excellent customer service; Understands the client's issues and seeks information about their current and future requirements; and Takes specific and sustained action to implement the client service vision. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; and Ensures response times are quick.
Personal Competencies				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Relentlessly pushes teams and directs meeting project objectives.

<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and • Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> • 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; • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public</p>	<ul style="list-style-type: none"> • Conducts self in accordance with organisational values; • Undertakes roles and responsibilities in a sincere and honest manner; • Treats all employees with equal respect; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Honours the confidentiality of matters and does not use it for personal gain or the gain of others; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Deals promptly, and in the interest of the City, with situations where conflict of interest arises; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes transparent and accountable municipal administration.

service and to adhere to codes of good corporate governance.	<ul style="list-style-type: none"> • Takes responsibility for own actions. 	<ul style="list-style-type: none"> • Establishes trust and shows confidence in others; and • Shares information openly, whilst respecting the principle of confidentiality. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provides guidance to others and focuses on successful completion of objectives; and • Motivates self and others to produce quality work within deadline. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Sets out work for others in a well-planned and clear manner; • Helps to clarify roles and responsibilities of team members; • Delegates task responsibility to others and provide support where necessary; • Puts in place effective controls and monitoring processes to keep informed of issues and results; and • Inspires staff with own behaviour – ‘walks the talk’. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Is forward thinking and produces innovative ideas; • Defines roles and responsibilities for team members and clearly communicates expectations; • Monitors the management of multiple tasks and balances priorities and conflicts between tasks; • Grasps and articulates the big picture and its implications; 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Listens to and fully involves others in team decisions; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); • Uses complex strategies, such as team assignments and cross training, to promote

			<ul style="list-style-type: none"> • Draws on diverse backgrounds, skills and knowledge of team members; • Builds team spirit and cohesion within the unit; and • Creates strong morale / team spirit. 	<p>team morale and productivity; and</p> <ul style="list-style-type: none"> • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate.
<p>3. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers; • Understands own limitations; and • Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Anticipates mistakes and freely offers assistance without being overbearing; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Empowers others and distributes the workload appropriately; • Encourages self-reliance and allows staff to make and learn from mistakes; and • Sets challenging tasks that stretches individuals' abilities and self-confidence. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Is actively involved in the retention and development of talent within the unit; • Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style; and • Provides individuals with guidance on how to handle new or difficult situations.

COMMUNICATION COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Entry level Professional Level <ul style="list-style-type: none"> Media Liaison Officer Public Relations Officer Internal Communications Officer Marketing Officer Digital Systems Officer 	Higher Level Professional <ul style="list-style-type: none"> Media Coordinator Snr Media Liaison Officer Snr Public Relations Officer Snr Internal Communications Officer Snr Marketing Officer Snr Digital Systems Officer 	Smaller function Head <ul style="list-style-type: none"> Public Relations Manager Internal Communications Manager Marketing Manager Brand Manager Digital Systems Manager Publications Head 	Larger function Head <ul style="list-style-type: none"> Media Manager Senior Public Relations Manager Senior Public Affairs Manager Senior Marketing Manager Senior Brand Manager
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Operational internal / external communication and / or public relations work to build and maintain a positive reputation for and awareness of the organisation. 	<ul style="list-style-type: none"> Coordination of internal / external communication and public relations programmes to build and sustain a positive reputation for the organisation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0-2 years' relevant experience. 	<ul style="list-style-type: none"> 2-5 years' relevant experience required. 	<ul style="list-style-type: none"> 5-8 years' relevant experience at a senior practitioner level is required. 	<ul style="list-style-type: none"> 8 years' relevant experience at a senior practitioner level is required.
QUALIFICATION	<ul style="list-style-type: none"> Relevant post matric ICT certificate / diploma in the relevant profession. 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification, preferably a diploma / national diploma or degree. 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification, preferably a diploma / national diploma or degree. 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification, preferably a diploma / national diploma or degree.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
<p>1. Communication</p> <p>The ability to convey information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and ensures understanding of the message.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication skills; Attends to communication messages of the organization – correctly interprets and responds promptly and appropriately; 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. 	<p>Core Professional Competencies</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to operate within functional area without direct supervision; Organize work in a logical manner and prioritize issues; Conveys information through various communication platforms, either directly, or in consultation with other functionaries; Ensures that all communication (both verbal and written) is clear and unambiguous; Adapts communication content and style according to the audience, including managing body language effectively; Able to be allocated specific assignments and to work without direct supervision; Is receptive to suggestions and ideas from others; and Demonstrates an in-depth understanding of the issues to be communicated. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Designs and implements business plan for the function responsible for; Develops communication strategies; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Note: Level 4 practitioners are responsible for larger, more diverse functions and need to be capable of managing the higher degree of complexity, diversity and significance of issues.

<p>2. Organisational Awareness</p> <p>Demonstrates an awareness of the municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the municipality.</p>	<ul style="list-style-type: none"> • Has an understanding of the mandate of the organization and how the organization works; • Aware of the municipality's programs and priorities, goals and objectives; • Diplomatic and tactful; and • Familiar with the relevant legislative framework governing the municipality / organization. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Aligns communication strategies to the mandate of the organization
<p>3. Conceptual Thinking</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines when solving problems; • Knows when to refer problems to superior for resolution; and • Shows initiative in suggesting possible solutions to certain problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, analytical reasoning and conceptual understanding; • Able to question and probe deeply about issues, using fact and diplomacy; • Thoroughly explores issues and uses initiative; and • Considers various alternatives and does not settle for the first solution. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Demonstrates an intuitive grasp of issues and is able to link information; • Looks for new ways to solve problems and Demonstrates innovative and creative thinking; • Able to balance detail orientation with 'big picture' thinking; • Deals effectively with unpredictability and can 'think on his / her feet'; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Makes judgment calls and decisions that could have significant corporate impact.

				Comfortable with a degree of ambiguity.	
Functional Competencies					
<p>1. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages resources within function to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans, organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> 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. 	
<p>2. Financial Management</p> <p>Displays an awareness of budgetary constraints and operates prudently within financial limits.</p>	<ul style="list-style-type: none"> Aware of the MFMA and what it seeks to achieve; Ensures proper records of financial affairs and transactions; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the MFMA and what it seeks to achieve; Works with the funding allocated on a specific project 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Ensures that the function's communication tools are most appropriately used to convey messages – including 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands, analyses and monitors financial reports; 	

	<ul style="list-style-type: none"> Follows billing and payment practices as set out by the municipality. 	<p>/ initiative to ensure optimal spend within the rules and restrictions of the financial system; and</p> <ul style="list-style-type: none"> Reports irregular / problematic expenditure to management. 	<p>collaborating with other disciplines in the Municipality / department to ensure optimal conveyance of messages;</p> <ul style="list-style-type: none"> Understands and weighs up financial implications of propositions (e.g. advertising campaigns); Adheres to Supply Chain management processes when procuring external services; and Develops corrective measures / actions to ensure alignment of budget to financial resources. 	<ul style="list-style-type: none"> 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.
<p>3. Information Measuring and Monitoring</p> <p>Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy; and Able to conduct basic data analysis. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to analyse more complex data through the creation of spreadsheets and databases; and Able to summarize conclusions. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages the development, implementation and control of monitoring systems.

			<ul style="list-style-type: none"> trends and make recommendations; and Able to determine the tone of functional communication with a view of coming up with the necessary communication interventions. 	
<p>4. Technology Usage</p> <p>Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> Basic to intermediate level of computer literacy; and Able to use specialist systems / packages at beginners and intermediate level. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages the effective usage of technology to support operations.
Public Service Orientation Competencies				
<p>1. Service Delivery orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Researches needs of clients; Consults clients and stakeholders on ways to improve communication around their services within the specific discipline / issue; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Ensures all follow-up activities are completed.

<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; and • Communicates effectively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identifies and analyses opportunities where innovative ideas can lead to improved communication; • Ensures all follow-up activities are completed; • Ensures that all communication with stakeholders is a two-way process where possible, and that technologies and systems designed to support service delivery and client needs are monitored and updated (e.g. website); and • Liaises with other functional areas in the department to ensure holistic communication is conducted. 	<ul style="list-style-type: none"> • 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.
<p>3. Customer orientation and customer focus</p> <p>Understands the service needs of a client / customer (internal or</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Takes personal responsibility for providing excellent service quality; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Supports others to take personal responsibility to 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Demonstrates personal commitment to the client 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Monitors client satisfaction feedback to ensure provision of quality service, analyses

<p>external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations. 	<ul style="list-style-type: none"> • 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				
<p>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.</p>	<ul style="list-style-type: none"> • Shows enthusiasm to take on new projects; • Is a self-starter; and • Meets deadlines. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Deals promptly, and in the interest of the City, with situations where conflict of interest arises; • Promotes transparent and accountable administration; • Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and • Fosters a culture of ethical behaviour. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Acts decisively against corrupt and dishonest conduct; reports fraud, corruption, nepotism and maladministration.
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement and to adapt to changing circumstances.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Promotes best practice and is networked within the industry; and • Creates a learning environment.

Management / Leadership Competencies			
<p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals; and • Good at establishing clear direction. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Monitors the management of multiple tasks and balances priorities and conflicts between tasks 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.
<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes a positive impact and comes across as confident professional; • Is respected by peers and subordinates; and • Convinces executive of viewpoints or proposals with 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Motivates subordinates to accomplish tasks and missions; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Note: larger function heads will interact with top Management and the political levels from time to time on specific issues.

	assistance of others in authority.	<ul style="list-style-type: none"> Influences others effectively using a number of techniques; and Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; and Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to function in a multi-disciplinary team; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to function independently within own discipline; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Involves and empowers team in setting and achieving goals; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Empowers team in setting and achieving goals.

<p>in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Able to lead a project team within own discipline; and • Works effectively with people from other organizations / departments. 	<ul style="list-style-type: none"> • 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
<p>TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)</p> <p>FUNCTIONAL AREAS</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Assistant Disaster (Risk) Management Officer 	<ul style="list-style-type: none"> Disaster (Risk) Management Officer 	<ul style="list-style-type: none"> Senior Disaster (Risk) Management Officer 	<ul style="list-style-type: none"> Deputy Chief Disaster (Risk) Management Officer Portfolio Head 	<ul style="list-style-type: none"> Manager (Chief) Disaster (Risk) Management centre Head: DRM Centre
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrate detailed knowledge of the main areas of D(R)M, disciplines or practices, including an understanding of 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Supports and participates in tactical planning; and Knowledge of and able to perform project management support. 	<ul style="list-style-type: none"> Leads operational and tactical planning; Supports and participates in strategic planning; and Knowledge and experienced in project and programme management. 	<ul style="list-style-type: none"> knowledge of D^oM 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 years' experience 	<ul style="list-style-type: none"> 3 - 5 years' experience in the field of Disaster (Risk) Management 	<ul style="list-style-type: none"> 5 - 8 years' experience in the field of Disaster (Risk) Management of which 2 at D(R)M Officer level 	<ul style="list-style-type: none"> Minimum 8 years or more experience in the field of Disaster (Risk) Management of which 2 at Senior level 	<ul style="list-style-type: none"> More than 8 years of experience in senior management, within disaster management.
QUALIFICATION	<ul style="list-style-type: none"> Matric Code EB drivers' licences Physically fit Computer Literacy: MS Office 	<ul style="list-style-type: none"> Relevant tertiary qualification preferably in Disaster (Risk) Management DMISA Registration: Technician Computer Literacy: MS Office 	<ul style="list-style-type: none"> Relevant tertiary qualification preferably in Disaster (Risk) Management DMISA Registration: Associate Computer Literacy: MS Office 	<ul style="list-style-type: none"> Bachelors Degree / Advanced Diploma in Disaster (Risk) Management DMISA Registration: Practitioner Computer Literacy: MS Office 	<ul style="list-style-type: none"> Minimum Honours or Post Graduate Diploma in Disaster (Risk) Management DMISA Registration: Professional Computer Literacy: MS Office

COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Functional / Technical and Professional Competencies					
<p>1. Disaster (Risk) Management</p> <p>The ability to identify and assess risk, and manage resources for dealing with emergencies in order to reduce the impact of disasters.</p>	<p>Demonstrated ability to assist / participate in the structured implementation of measures aimed at:</p> <ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1 to 3;</p> <ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1 to 4;</p> <ul style="list-style-type: none"> 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.
<p>2. Disaster Risk Prevention and Reduction</p> <p>The ability to assess, anticipate and reduce the risk of disasters.</p>	<p>Demonstrated ability to assist / participate in the structured implementation of measures aimed at:</p> <ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> 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, anticipating of future disaster risk, reducing exposure, hazard and vulnerability, and building community resilience. 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> 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, anticipating of future disaster risk, reducing exposure, hazard and vulnerability, and building community resilience. 	<p>Demonstrates competencies from levels 1 to 3;</p> <ul style="list-style-type: none"> 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, anticipating of future disaster risk, reducing exposure, hazard and vulnerability, and building community resilience. 	<p>Demonstrated competencies from level 1 to 4;</p> <ul style="list-style-type: none"> 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.

<p>3. Disaster Mitigation Planning and implementing proactive measures to reduce the impact of risks and disasters.</p>	<p>Demonstrated ability to assist / participate in the structured implementation of measures aimed at:</p> <ul style="list-style-type: none"> • 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. 	<p>existing exposure, hazard and vulnerability, and building community resilience.</p> <ul style="list-style-type: none"> • 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. 	<p>hazard and vulnerability, and building community resilience.</p> <ul style="list-style-type: none"> • 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. 	<p>building community resilience.</p> <ul style="list-style-type: none"> • 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. 	<p>Demonstrates competencies from levels 1 to 4;</p> <ul style="list-style-type: none"> • 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.
<p>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.</p>	<p>Assist / Participate in the structured implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Participating in establishing a state of readiness which enables organs of state and other institutions 	<p>existing exposure, hazard and vulnerability, and building community resilience.</p> <ul style="list-style-type: none"> • Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures aimed at: • Supervising / integrating the 	<p>hazard and vulnerability, and building community resilience.</p> <ul style="list-style-type: none"> • Supervision and continuous integration of multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: • Supervising / integrating the 	<p>building community resilience.</p> <ul style="list-style-type: none"> • 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 	<p>Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Directing the establishment of a state of readiness which

	<p>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;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 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. 	<p>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;</p> <ul style="list-style-type: none"> 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. 	<p>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;</p> <ul style="list-style-type: none"> 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. 	<p>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;</p> <ul style="list-style-type: none"> 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. 	<p>5. Disaster Recovery and Rehabilitation</p>	<p>Assist / Participate in the structured implementation of efforts, including development, aimed at:</p>	<p>Contribute to a continuous and integrated multi-disciplinary and multi-sector process of</p>	<p>Supervision and continuous integration of multi-disciplinary and multi-sector process of planning</p>	<p>Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation</p>	<p>Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and</p>
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<p>Assisting and enabling the restoration and recovery of facilities, livelihoods and living conditions of disaster-affected communities.</p>	<ul style="list-style-type: none"> • Creating a situation where normality in 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. 	<p>structured planning and implementation of efforts, including development, aimed at:</p> <ul style="list-style-type: none"> • Creating a situation where normality in 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. 	<p>and implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Creating a situation where normality in 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. 	<p>of efforts, including development, aimed at:</p> <ul style="list-style-type: none"> • Creating a situation where normality in 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. 	<p>implementation of efforts, including development, aimed at:</p> <ul style="list-style-type: none"> • 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.
<p>6. Disaster operations and emergency communications and control</p> <p>Planning, co-ordinating and controlling disaster operations and emergency communications.</p>	<p>Assist / Participate in the structured implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Supporting disaster operations from a central control facility; • Providing emergency support to emergency and essential services during normal and emergency operations; • Issuing authorised early warning and public 	<p>Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Supporting disaster operations from a central control facility; • Providing emergency support to emergency and essential services 	<p>Supervision and continuous integration of multi-disciplinary and multi-sector process of planning and implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Controlling disaster operations from a central control facility; • Providing emergency support to emergency and essential services 	<p>Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Managing disaster operations from a central control facility; • Providing emergency communications support to emergency and essential services during normal and emergency operations; 	<p>Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at:</p> <ul style="list-style-type: none"> • Planning and managing disaster operations from a central control facility; • Planning and managing emergency communications support to emergency and essential services during

<p>7. Emergency operations management Ability to apply principles and procedures of Emergency Management in the event of incidents and disasters.</p>	<ul style="list-style-type: none"> Participate in and implement structured operations using standard operating procedures and field operations guidelines; and Supports incident management structures. 	<p>during normal and emergency operations; Issuing and controlling authorised early warning and public safety advisory messages;</p> <ul style="list-style-type: none"> 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. 	<p>during normal and emergency operations; Issuing, controlling and participating in developing authorised early warning and public safety advisory messages;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>normal and emergency operations; Planning, developing and authorising early warning and public safety advisory messages;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.
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<p>8. Disaster risk assessment and profiling Ability to identify and analyse potential risks and hazards.</p>	<ul style="list-style-type: none"> Participates in structured data collection for focused disaster risk assessment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Conducts focused disaster risk assessments; and Participates in comprehensive all-hazard disaster risk assessments. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Designs and leads comprehensive all-hazard disaster risk assessments aimed at determining the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend; and Interprets the results of risk assessments and leads project definition and execution.
<p>9. Disaster risk education, training and public awareness Promote disaster risk management through public information campaigns, education and training, and liaison with communities.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 Champions disaster management public 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster risk education, training, public awareness and research; Manage media liaison during emergency situations; and Champions disaster management public

	<p>public awareness, preparedness and education campaigns.</p>	<ul style="list-style-type: none"> Support media liaison during emergency situations; and Implements structured and ad-hoc disaster management public awareness, preparedness and education campaigns and opportunities. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Plans and implements disaster management public awareness, preparedness and education campaigns. 	<p>awareness, preparedness and education campaigns.</p>
<p>10. Disaster information management and communication Gathering, analysis and communication of disaster information and data.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

<p>11. Problem solving The ability to identify potential problems, break the problem into components and develop potential solutions for implementation.</p>	<ul style="list-style-type: none"> • 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. 	<p>basic processes of analysis, synthesis and evaluation on that information.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates an ability to use own knowledge to select appropriate procedures to solve problems within given parameters; • Grows to demonstrate an ability to use own knowledge to solve common problems within a familiar context; and • Able to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions. 	<p>evaluation to that information.</p> <ul style="list-style-type: none"> • 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. 	<p>and manage the information.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p>12. Discipline Specific Understanding and application of Disaster Risk Management methods, techniques and procedures</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Personal Competencies</p>					
<p>1. Accountability and Ethical conduct The ability to acknowledge and assume responsibility for one's own work in an ethical manner</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 to 4.
<p>3. Management of learning (learning orientation) Ability to acquire knowledge, develop insight, motivate and focus on continuous self-improvement</p>	<p>Demonstrate a capacity to take responsibility for own learning within a supervised environment and a capacity to evaluate own performance against given criteria.</p>	<p>Demonstrate an ability to evaluate one's own performance of 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.</p>	<p>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.</p>	<p>Demonstrate an ability to identify, evaluate and address one's own learning needs in a self-directed manner, and to facilitate collaborative learning processes.</p>	<p>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.</p>
Public Service Orientation Competencies					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1; Relates to people at all levels of the organisation and public; 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4.

<p>within and outside of the municipality.</p>		<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Sensitive to how people and organisations function. 	
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignments and reports by providing information gathered by standard methods; Demonstrates superior oral and written communication; and Demonstrates superior listening skills. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; Communicates effectively with people at all levels; Able to read situations and interest positions 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Communicates effectively at senior levels; and Handles media enquiries effectively.

<p>3. Client orientation and Customer Service</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • and to respond appropriately; and • Handles sensitive one-on-one discussions effectively with staff. • Demonstrates competencies from level 1 and 2; and • Supports others to take responsibility to deliver excellent customer service 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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					
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from colleagues and stakeholders. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Influences senior management to support initiatives and strategies.
<p>2. Team Orientation</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and

<p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Builds team spirit and cohesion across function boundaries in the respective departments
<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Good at establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to translate Directorates / 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.
<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely aid without being overbearing 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches own and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Ability to understand the underlying causes for non- or poor performance and to provide the appropriate support; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Understands organisational needs and formulates and implements development 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages the retention and development of talent within the department / organisation

		<ul style="list-style-type: none"> others' abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> Sets challenging tasks that stretches individual's abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Assistant LAED Officer Assistant Economic Development Officer 	<ul style="list-style-type: none"> LAED Officer Economic Development Officer 	<ul style="list-style-type: none"> Senior LAED Officer Senior Economic Development Officer
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 years relevant experience. 	<ul style="list-style-type: none"> 2 - 5 years relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years relevant experience.
QUALIFICATION	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification; and 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification; and 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification; and

	• Computer literacy: MS Office	• Computer literacy: MS Office	• Computer literacy: MS Office
COMPETENCIES			
COMPETENCY LEVELS	1	2	3
Core Professional Competencies			
<p>1. Research and Analysis</p> <p>The ability to undertake and advise on development research methodologies to ensure quality research and information for decision making.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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;

		<ul style="list-style-type: none"> • Able to advise 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. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Public Consultation</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Communicates with the community, customers and colleagues from diverse backgrounds, with due consideration to cross-cultural awareness; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Deals with cross-cultural misunderstandings sensitively and with full awareness of the different 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Develops well defined communication strategy; • Displays thorough understanding of subject 	

	<ul style="list-style-type: none"> • 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. 	<p>backgrounds that people come from;</p> <ul style="list-style-type: none"> • Understands stakeholder decision making structures and processes and designs consultation forums accordingly; • Adapts communication content and style according to the audience including managing body language effectively; • Displays thorough knowledge of subject matter and is able to simplify to communicate at various levels; • Responds to questions with accurate and complete answers; • 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. 	<p>matter, of risks, stakeholder dynamics and consultation processes and methodologies;</p> <ul style="list-style-type: none"> • 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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<p>3. Socio-Economic / Socio-Political Awareness</p> <p>The ability to be aware of, and take into account contextual, political, public interest and administration service and development issues and concerns, programs, policies and decisions in the understanding, preparation of and recommendations on information results, outcomes and products.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands Municipality's priorities, goals and issues; • Contributes to shaping the Municipality's sector specific goals and priorities and the Municipality's policies and procedures; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Aligns and influences Municipality priorities and projects to support the implementation of strategies; • Displays and applies in-depth understanding of the broader development context and is 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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<p>4. Planning and Organising</p> <p>The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the Municipality's procedures in order to achieve the tasks, functions and outcomes / results.</p>	<ul style="list-style-type: none"> • Translates project objectives into specific plans; • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and • Measures progress and monitors performance and results. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Develops integrated plans for the work unit and others that interface with the department's budget; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Identifies and acts on opportunities to partner with other departments in the Municipality to achieve desired results; • Develops 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				
<p>1. Strategic Planning and Strategy Formulation</p> <p>Ability to understand the process of strategic planning and contribute effectively to strategy formulation.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of strategy design and implementation process; • Able to distinguish between strategic issues and operational or routine matters; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to participate and contribute in strategic planning sessions; • Demonstration of insight into interface between 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Has in depth knowledge of Municipal and sector legislation; • Displays and applies in-depth understanding of 	

	<ul style="list-style-type: none"> Recognizes the importance of strategic guidance and structured operational implementation. 	<ul style="list-style-type: none"> various strategies and interventions; and Able to foresee conflict and duplication amongst the array of local, provincial and national policies and strategies. 	<p>the broader development context and assess implications for the Municipality;</p> <ul style="list-style-type: none"> 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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<p>2. Programme and Project Management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Able to produce and lead complex integrated programmes / projects; • Conceptualises the long term effects of the desired outcomes of the project; • Able to coordinate and lead multi-stakeholder teams and interest groups; • Demonstrates insight into challenges and ability to do problem solving; and • Able to monitor and evaluate programme / project outcomes and impacts and to develop corrective measures where appropriate. 	
<p>3. Financial Management</p> <p>Maximises the municipality's business senses and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to analyze spending and compile progress reports; • Able to produce implementation plans and milestones; and 	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> Recognizes the importance of financial sustainability and prudent financial management systems. 	<ul style="list-style-type: none"> Demonstrates a prudent understanding of the financial legal framework and ensures compliance. 	<ul style="list-style-type: none"> effective implementation methods; <ul style="list-style-type: none"> Able to manage resources effectively and optimally; and Able to monitor and evaluate budget spending and impacts and to take corrective measures where needed. 	
<p>4. Information Products and Reporting</p> <p>The ability to prepare user friendly, customer orientated and accessible information products and reports of a range of types and formats.</p>	<ul style="list-style-type: none"> Able to compile and maintain statistical, data and information records; Able to provide data and information and analyses for Municipality and related reporting; Able to draft routine reports using development data and 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to provide data, information and trends analyses for Municipality and related reporting; Able to draft reports using development data and information, statistical data, 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, 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to provide data and information, trends analyses and contextual information for Municipality and related reporting; Able to prepare complex reports using quantitative 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; 	

		<ul style="list-style-type: none"> analysis products to internal and external customers; and Able to prepare and undertake presentations to Municipality Directorates and Departments and other internal groups. 	<ul style="list-style-type: none"> 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. 	
<p>5. Resilience</p> <p>Continuing to perform effectively when faced with time pressures, adversity, disappointment, or opposition.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships</p>	<ul style="list-style-type: none"> Relates well to others; Initiates contact with other people; Displays consideration towards others; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to establish rapport and gets on with others; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	

<p>with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Listens effectively and responds appropriately. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Accurately captures others expectations, ideas and concerns; • Encourages and considers inputs of others convinces others of his / her ideas without suppressing their views; • Acknowledges merits in others arguments and incorporates proposals where merited; • Negotiates skilfully in tough situations with both internal and external stakeholders; • Wins concessions without damaging relationships; • Able to be both direct and forthright as well as diplomatic and tactful. 	
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Responds to questions with accurate and complete answers; • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement. <p>Communicates effectively</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Prepares considered high quality draft written communications; • Communicates with the media without compromising the integrity of the municipality; • Able to read situations and interest positions and to respond appropriately; and 	

<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>with people at all levels within the Municipality, and</p> <ul style="list-style-type: none"> Listens well and is receptive and encourages participation and mutual understanding. 	<p>messages to stakeholders tactfully;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uses language and style to capture the attention of the audience. 	
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Is committed to engaging communities in all aspects relating to service delivery; Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation); Establishes a collaborative relationship with the community, and Is aware of the civic organisations and is able 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Understands and articulates community needs in sector plans; Is able to quantify community needs and evaluate their implications for the Municipality; Manages community expectations within financial, technical and capacity constraints; Speaks effectively on service delivery matters to the media; and Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns. 	

<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Displays a customer focus; • Is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<p>to engage them in service delivery processes.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.). 	
Personal Competencies				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Grasps new challenges with enthusiasm; • Shows initiative; and • Quick to act 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	

<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> Initiates contact with others. 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. 	<ul style="list-style-type: none"> Successfully completes projects with time and budget allocations. Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures. 	
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> external or internal environment; and Seeks to influence changing events. 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. 	
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	

			<ul style="list-style-type: none"> Looks beyond the obvious and does not stop at the first solution. 	<ul style="list-style-type: none"> 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. 	
			<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
		<ul style="list-style-type: none"> Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions. 			
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>					
Management / Leadership Competencies					
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; 	<ul style="list-style-type: none"> 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; 		

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Tacitly 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. 	
	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities / departments and manage in a competitive environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members. 		

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals' abilities and self-confidence; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and • Actively involved in the retention and development of talent within the municipality. 	
<p>4. Strategic Capability and Leadership</p> <p>Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipal mandate.</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; and • Defines roles and responsibilities for project team members and clearly communicates expectations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provides a clear sense of purpose and focuses on successful completion of objectives; • Motivates and coaches project teams to achieve highest project results; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Provides advice and guidance on policies; • Acts decisively having assessed the risks; • Leads and coordinates the translation of policy into action plans and conceptualises the long 	

		<ul style="list-style-type: none"> • Seeks mutual benefit / win-win outcomes for all concerned; • Inspires staff with own behaviour – “walks the talk”; and • Complies with statutory requirements and apply policies consistently. 	<p>term effects of the desired outcomes of project;</p> <ul style="list-style-type: none"> • 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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KEYNOTES:

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

ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK– ENGINEER

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Graduate Trainee: Engineer 	<ul style="list-style-type: none"> Civil Engineer Chemical Engineer Electrical Engineer Mechanical Engineer Other Engineer 	<ul style="list-style-type: none"> Senior Engineer: Civil Senior Engineer: Chemical Senior Engineer: Electrical Senior Engineer: Mechanical Other Engineer 	<ul style="list-style-type: none"> Principal Engineer: Civil Principal Engineer: Chemical Principal Engineer: Electrical Electrical Mechanical Engineer Typically a Section Head 	<ul style="list-style-type: none"> Chief Engineer (Any engineering discipline) Typically, a Departmental Head
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Participates in performing complex engineering tasks under supervision / mentorship of an engineering practitioner; and May be part of a structured training program. 	<ul style="list-style-type: none"> Contributes to various professional engineering functions. Some degree of independence but seeks strategic guidance as required; and Could assist superiors in providing specialist advice to clients. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Manages professional teams and complex engineering functions; Works independently; and May supervise and mentor junior engineering personnel. 	<ul style="list-style-type: none"> Leads and manages complex engineering processes and / or departments; Works independently; and May mentor junior engineering personnel.
EXPERIENCE	<ul style="list-style-type: none"> No experience required at entry level. 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years of relevant experience post registration. 	<ul style="list-style-type: none"> 8 years of more relevant experience post registration. 	<ul style="list-style-type: none"> 10 years or more relevant experience post registration.
QUALIFICATION	<ul style="list-style-type: none"> A relevant BEng or BSc (Eng) engineering degree. 	<ul style="list-style-type: none"> A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng. 	<ul style="list-style-type: none"> A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng. 	<ul style="list-style-type: none"> A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng. 	<ul style="list-style-type: none"> A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng.

COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
	<ul style="list-style-type: none"> Computer literacy: MS Office 	<ul style="list-style-type: none"> Computer literacy: MS Office 	<ul style="list-style-type: none"> Computer literacy: MS Office 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Core Professional Competencies					
<p>1. Planning</p> <p>The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p>	<ul style="list-style-type: none"> Participates in planning by compiling, collating information from research, surveys and studies; Analyses information to support feasibility studies and the requirements of the Integrated Development Plan (IDP) and the Growth and Development Strategy (GDS); and Participates in the compilation of feasibility studies for complex engineering problems and projects. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Contributes to the development of complex models for the analysis of information; Conceptualizes options 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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,

<p>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.</p>	<ul style="list-style-type: none"> • Understands how the business unit functions; • Basic knowledge about the municipality; • Basic knowledge of the local government environment; • Knowledge of the municipality's priorities and goals; • Operates within of the municipality's policies and procedures; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and is able to communicate the municipality's priorities and goals; • In-depth knowledge of municipality's policies and procedures; • Understands priorities, goals and issues within local government sector; 	<ul style="list-style-type: none"> • Demonstrates competencies from 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; • Contributes to shaping the Directorate / Municipality's policies and procedures; • In-depth knowledge of relevant municipal legislation; and 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Determines the remaining economical life of systems and infrastructure; • Plans modification and renewal of systems and infrastructure; • Defines lines of communication, reporting and coordination 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. 	<ul style="list-style-type: none"> • solutions to meet the needs of the community; and • Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs. 	<ul style="list-style-type: none"> • of capital projects, operations and maintenance; and • Contributes to the determination of life-cycle of assets.
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	<ul style="list-style-type: none"> Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> Understands and applies the regulatory framework applicable to local government within specific functional area; and Knowledge of the issues impacting service delivery. 		<ul style="list-style-type: none"> In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> develop strategies to ensure compliance; and Has an understanding of governance and audit.
<p>3. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages projects and programmes seen through as per requirements.
Functional Competencies					
<p>1. Design</p> <p>The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.</p>	<ul style="list-style-type: none"> Participates in investigations and feasibility studies; Participates in the design of complex infrastructure elements and processes under supervision; Participates in the compilation of engineering drawings and maintains records for infrastructure; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Contributes to investigations and feasibility studies; Contributes to the design of infrastructure and complex processes with due consideration for operational efficiency, cost effectiveness, 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 design projects; 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Participates in the compilation of scopes of work, estimates, tender and contract documents for infrastructure, under supervision. 	<p>environmental impacts and sustainability;</p> <ul style="list-style-type: none"> Supervises the compilation of engineering reports and drawings; and Compiles tender and contract documents independently and participates in bids and specifications. 	<p>integration and design specifications;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>specialist in his or her field;</p> <ul style="list-style-type: none"> 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.
<p>2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Participates in the development of a clear project brief; 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages the inputs of subordinate engineering personnel; Determines the procurement policy for the project; Manages and monitors the preparation of project costing; Coordinates preparation of project documentation and construction programmes; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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

<p>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.</p>	<ul style="list-style-type: none"> Ensures compliance with budgetary requirements. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>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.</p>	<ul style="list-style-type: none"> Has knowledge of construction and maintenance processes; Participates in the development of project schedules and milestones; Participates in monitoring the cost and progress of work; Participates in the development of resource plans; Participates in monitoring compliance to design specifications, health and safety regulations; Reviews project budgets in accordance with the 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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;

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Agrees and monitors the Construction Documentation Schedule for timely delivery of required information to the contractors; Establishes procedures for monitoring, controlling and agreeing all scope and cost variations; Agrees on the quality assurance procedures and monitors the 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. 	<ul style="list-style-type: none"> 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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<p>4. Operations and Maintenance</p> <p>The application of asset management for operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p>	<ul style="list-style-type: none"> • Has knowledge of complex technical 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Has detailed knowledge of technical specifications of elements within a system; • Has a detailed understanding of the operating rules and procedures; • Can troubleshoot problems occurring within the system; • Contributes to the application and maintenance of infrastructure asset management principles and systems; • Applies asset lifecycle principles to make recommendations for modification, upgrades or renewal of systems and complex infrastructure elements; and • Mitigates health, safety and environmental risks. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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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				<ul style="list-style-type: none"> Liaises with other both internal and external on integrated service delivery matters. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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						
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and organisations function. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Sensitive to how people and organisations function. 	

<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Captures complex issues clearly and concisely; • Conveys alternative 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Develops communications geared for various audiences; • Ability to read situations and interest positions and to respond appropriately; • Communicates sensitive or controversial information effectively; • Communicates effectively at senior levels; • Handles sensitive one-on-one discussions effectively; and • Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> • 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Shows a commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Speaks effectively on service delivery matters to the media; and • Has an appreciation and understanding of the service delivery imperative and its demands on public servants. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Has an understanding and appreciation of the service delivery imperative and its demands on public servants.

Personal Competencies					
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Focused on ensuring strategy and programme / project outcomes are met.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages situations in the environment which might cause setbacks or failures.

<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 	<ul style="list-style-type: none"> 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.
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.
<p>5. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Create a learning environment; and Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Is networked within the industry.

<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Learns from experience – does not repeat mistake; and • Seeks ongoing support for own limitations (e.g. from coach, mentor, peers and research). • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Deals promptly, and in the interest of the City, with situations where conflict of interest arises. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Promotes a transparent and accountable administration.
Management / Leadership Competencies					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Influences others effectively using a number of techniques; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Motivates and inspires others; and • Uses influence to achieve objectives. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Establishes support and projects authority and credibility.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Able to convince, persuade and influence others; and Effectively influences senior management. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Builds team spirit and cohesion across function boundaries in the respective departments.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Good at establishing clear direction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages talent attraction, integration,

<p>of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<p>and determines appropriate developmental intervention to suit the individuals learning style;</p> <ul style="list-style-type: none"> • 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. 	<p>to make and learn from mistakes;</p> <ul style="list-style-type: none"> • 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. 	<p>effort in counselling and coaching subordinates and subordinate leaders</p> <ul style="list-style-type: none"> • 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. 	<p>development and retention through concerted efforts of knowledge transfer and coaching.</p>
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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)	<ul style="list-style-type: none"> Graduate Trainee: Technician 	<ul style="list-style-type: none"> Technician: Civil Technician: Chemical Technician: Electrical Technician: Mechanical Other Engineering Technician 	<ul style="list-style-type: none"> Senior Technician: Civil Senior Technician: Chemical Senior Technician: Electrical Senior Technician: Mechanical Other Engineering Technician 	<ul style="list-style-type: none"> Principal Technician: Civil Principal Technician: Chemical Principal Technician: Electrical Principal Technician: Mechanical Other Engineering Technician 	<ul style="list-style-type: none"> Chief Engineering Technician (any engineering discipline)
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Assists in performing well defined engineering tasks under supervision / mentorship of an engineering practitioner; and May be part of a structured training program. 	<ul style="list-style-type: none"> Participates in various well defined engineering functions; and Works with some degree of independence but primarily works under guidance and supervision. 	<ul style="list-style-type: none"> Performs well-defined activities. Applies a known body of knowledge; Works independently and seeks advice as and when required; and Supervises and coordinates other members of the engineering team. 	<ul style="list-style-type: none"> Manages well-defined engineering functions; Works independently within well-defined working relationship with other parties and disciplines; and Supervises and monitors other members of the engineering team. 	<ul style="list-style-type: none"> Leads and manages well-defined engineering functions; Works independently; and Supervises and mentors junior technicians.
EXPERIENCE	<ul style="list-style-type: none"> No experience required. 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years of relevant experience post registration. 	<ul style="list-style-type: none"> 8 years or more of relevant experience post registration. 	<ul style="list-style-type: none"> 10 years or more relevant experience post registration.

QUALIFICATION	COMPETENCIES				
	1	2	3	4	5
<ul style="list-style-type: none"> • A relevant National Diploma in Engineering. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant National Diploma in Engineering. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant National Diploma in Engineering and registration as a Pr Techni Eng. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant National Diploma in Engineering and registration as a Pr Techni Eng. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant National Diploma in Engineering, with extensive experience, and or BTech and registration as a Pr Techni Eng. • Computer literacy: MS Office 	
Core Professional Competencies					
<p>1. Planning</p> <p>The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p>	<ul style="list-style-type: none"> • Participates in planning by compiling, collating from research, surveys and studies; • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Manages and coordinates the inputs of the planning technicians; • Initiates and manages assessments and surveys to ensure planning data is up-to-date; • Initiates and manages Asset Management Systems to ensure proper budgeting in accordance with current baseline data; • Interprets IDP and spatial planning initiatives into specific project requirement;

<p>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.</p>	<ul style="list-style-type: none"> • Understands how the business unit functions; Basic knowledge about the municipality; • Basic knowledge of the local government environment; • Knowledge of the municipality's priorities and goals; • Operates within of the municipality's policies and procedures; and • Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and is able to communicate the municipality's priorities and goals; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Contributes to shaping the departmental specific goals and priorities; • Well-developed knowledge of relevant municipal legislation; and • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Contributes to shaping the Directorate / Municipality's policies and procedures; • In-depth knowledge of relevant municipal legislation; and • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> • 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.
				<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities. 	

<p>3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Checks work of subordinates for errors and omissions before submission; • Ensures all details of a task are accomplished; and • Checks against standards and regulations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Monitors projects and programmes; • Checks against standards and regulations and signs off on documents; and • Accurately reviews documents and edits documents created by others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Manages compliance with engineering standards with regard to projects and programmes.
Functional					
<p>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.</p>	<ul style="list-style-type: none"> • Inspects infrastructure and sites to establish well defined design parameters; • Gathers technical and topography data; • Participates in feasibility assessments and preliminary design activities under supervision; • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Manages a team within the design department; • Develops and maintains design (and other technical) standards; • 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

<p>2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> • Participates in assigned tasks within the scope of the terms of reference; • Monitor progress and quality and reports to project manager; • General site supervision on assigned tasks; • Sets out work; • Perform tests and collect samples; • Measures quantities; and • Project manages small works. 	<ul style="list-style-type: none"> • Contributes to tender and contract documents. 	<ul style="list-style-type: none"> • 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. 	<p>technology and seeks approval.</p>	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Manages project management technicians; • Initiates supply chain activities and ensures compliance with supply chain policy and tender procurement processes; • Understands and applies well-defined technical knowledge of functional duties, processes, methodology and infrastructure; • Plans and delivers projects to agreed time, cost and quality requirements; • Applies well defined engineering knowledge, skills and experience to 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Manages project management technicians; • Initiates supply chain activities and ensures compliance with supply chain policy and tender procurement processes; • Understands and applies well-defined technical knowledge of functional duties, processes, methodology and infrastructure; • Plans and delivers projects to agreed time, cost and quality requirements; • Applies well defined engineering knowledge, skills and experience to 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Manages project management technicians; • Initiates supply chain activities and ensures compliance with supply chain policy and tender procurement processes; • Understands and applies well-defined technical knowledge of functional duties, processes, methodology and infrastructure; • Plans and delivers projects to agreed time, cost and quality requirements; • Applies well defined engineering knowledge, skills and experience to

<p>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.</p>	<ul style="list-style-type: none"> • Basic knowledge of construction and maintenance processes; • Manages small construction works or work packages; • Assists with the compliance to design specifications, health and safety regulations; • Does routine site inspections; • Assists with control, testing and sampling; and • Does measurement and level control on site. 	<ul style="list-style-type: none"> • 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 complying and forwarding the necessary applications to the Senior Engineer; • Manages the construction of internal and small projects; and 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Prioritizes multiple resources to meet competing deadlines. • 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. 	<ul style="list-style-type: none"> • put infrastructure into service; • Identifies situations of deviation from well-defined design assumptions; and • Manages project budgets and schedules effectively. • 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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<p>4. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p>	<ul style="list-style-type: none"> • Basic knowledge of technical specifications of elements within a system; • 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. 	<ul style="list-style-type: none"> • Facilitates compilation of Terms of Reference for small projects. • 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. 	<ul style="list-style-type: none"> • 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 safety and with minimum disruption to municipal service provision; • Understands asset management and contributes to the prioritization of 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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			<p>maintenance activities; and</p> <ul style="list-style-type: none"> Schedules and specifies work for maintenance teams. 			<p>works and internal projects;</p> <ul style="list-style-type: none"> 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						
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and organisations function. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Sensitive to how people and organisations function. 	
	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Engages effectively with general public; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Has an understanding and appreciation of the 	
<p>2. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of</p>						

<p>delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>undertaking tasks and meeting deadlines.</p>	<p>Professional in interaction with general public and stakeholders.</p>	<p>Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.</p>	<p>Speaks effectively on service delivery matters to all stakeholders.</p>	<p>service delivery imperative and its demands on public servants.</p>
<p>3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Captures complex issues clearly and concisely; • Conveys alternative 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Develops communications geared for various audiences; • Ability to read situations and interest positions and to respond appropriately; • Communicates sensitive or controversial information effectively; • Communicates effectively at senior levels; • Handles sensitive one-on-one discussions effectively; and • Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Liaises and / or negotiates with local communities, rate payers, the municipal Council, provincial and national departments and structures, state owned entities, professional bodies, voluntary associations, interest groups, developers, unions, local and international funders, the press etc.

Personal					
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Focused on ensuring strategy and programme / project outcomes are met.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Manages situations in the environment which might cause setbacks or failures.

<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 	<ul style="list-style-type: none"> 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.
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.
<p>5. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Promotes best practice; and Is networked within the industry.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Learns from experience – does not repeat mistake. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Deals promptly, and in the interest of the City, with situations where conflict of interest arises. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Promotes a transparent and accountable administration.
Management / Leadership					
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Motivates and inspires others; and • Uses influence to achieve objectives. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Establishes support and projects authority and credibility.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Builds team spirit and cohesion across function boundaries in the respective departments.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals learning style; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinates actively involved in the retention and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages talent attraction, integration, development and retention through concerted efforts of knowledge transfer and coaching.

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • performance and to provide the appropriate support; <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • development of talent within the organisations; <ul style="list-style-type: none"> • Understands organizational needs and formulates and implements development plans, outlining specific performance measures; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; 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)	<ul style="list-style-type: none"> Graduate Trainee: Technologist 	<ul style="list-style-type: none"> Technologist: Civil Technologist: Chemical Technologist: Electrical Technologist: Mechanical Other Engineering 	<ul style="list-style-type: none"> Senior Technologist: Civil Senior Technologist: Chemical Senior Technologist: Electrical Senior Technologist: Mechanical Other Engineering 	<ul style="list-style-type: none"> Principal Technologist: Civil Principal Technologist: Chemical Principal Technologist: Electrical Principal Technologist: Mechanical Other Engineering 	<ul style="list-style-type: none"> Chief Engineering Technologist (All Engineering disciplines)
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Participates in broadly defined engineering tasks under supervision / mentorship of an engineering practitioner; and May be part of a structured training program. 	<ul style="list-style-type: none"> Contribute to various broadly defined engineering functions. Some degree of independence but seeks strategic guidance as required; and Could assist superiors in providing specialist advice to clients. 	<ul style="list-style-type: none"> Performs activities that are broadly defined in nature; Applies new technology into current practice; Works independently and seeks advice as and when required; and May supervise junior engineering personnel. 	<ul style="list-style-type: none"> Manages broadly defined engineering functions; Works independently; and May supervise and mentor junior engineering personnel. 	<ul style="list-style-type: none"> Leads broadly defined engineering activities and resources; Works independently; May mentor junior engineering personnel; and Specialises and advises in specific engineering sub-disciplines.
EXPERIENCE	<ul style="list-style-type: none"> 3 years of relevant experience at technician level. 	<ul style="list-style-type: none"> 3 - 5 years relevant experience since obtaining B Tech. 	<ul style="list-style-type: none"> 5 - 8 years relevant experience post registration. 	<ul style="list-style-type: none"> 8 years or more relevant experience post registration. 	<ul style="list-style-type: none"> 10 years or more relevant experience post registration.

COMPETENCIES					
QUALIFICATION	1	2	3	4	5
QUALIFICATION	<ul style="list-style-type: none"> • A relevant National Diploma; and • A relevant B Tech degree in Engineering. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant B Tech degree in Engineering. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant B Tech degree in Engineering; and • Registration as a Pr Tech Eng. • Computer literacy: MS Office 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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.	<ul style="list-style-type: none"> • Participates planning by compiling, collating information from research, surveys and studies for broadly defined engineering problems; • Analyses information to support feasibility studies; and • Contributes to the compilation of feasibility studies for broadly defined engineering problems and projects. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Contributes to the development of models for the analysis of information; • Conceptualizes options and makes recommendations; • Contributes to analysis of the socio-economic impacts of the project; • Contributes to costing and financial analysis of capital projects, 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Initiates and oversees performance analysis, life cycle costing and maintenance projections of new and existing infrastructure; • Forward plans systems applying engineering norms and departmental standards; and • Plans proposed infrastructure to the requirements of

<p>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.</p>	<ul style="list-style-type: none"> Understands how the business unit functions; Basic knowledge about the municipality; Advanced knowledge of the local government environment; Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> operations and maintenance; Determines life-cycle of assets under the guidance of the engineer; and Determines the remaining useful life of assets under guidance. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> evaluates to find optimum solution; Defines lines of communication, reporting and coordination with local communities and other stakeholders such as DWS, DOT, Eskom, Unions etc.; and Communicates with Town Planners, Consulting Engineers and Developers on broadly defined technical matters for proposed development projects and seeks the guidance engineers where necessary. 	<p>regulations and guidelines.</p>
	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate / 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Global awareness of development in the infrastructure sector; Contributes to managing the infrastructure in accordance with asset management principles; and Provides services and infrastructure in accordance with the IDP. 	

<p>3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages compliance with engineering standards with regard to projects and programmes.
Functional Competencies					
<p>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.</p>	<ul style="list-style-type: none"> Participates in the design of infrastructure elements and processes under supervision; Participates in feasibility studies and makes recommendations on solutions to broadly defined engineering problems; Participates in the compilation of engineering drawings for infrastructure; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<p>2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Participates in site investigations to support feasibility; and Participates in the compilation of tender and contract documents for infrastructure, under supervision. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Participates in assigned tasks to the agreed standards (completes work within the scope of the TOR); Placed as a Site Agent on projects; Ensures design compliance of broadly defined activities, progress and expenditure within budget; and Makes recommendations on variation and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages internal projects to the agreed standards; Tracks progress and quality and reports to project manager; Tracks expenditure, compiles certificates and submits to project manager for approval; Manages resources to achieve the project objectives; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<p>contingencies and seeks approval.</p>	<ul style="list-style-type: none"> • Prioritizes activities to ensure that project is completed within schedule; and • Able to complete project within budget. 	<ul style="list-style-type: none"> • 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. 	<p>knowledge of functional duties, processes, methodology and systems:</p> <ul style="list-style-type: none"> • Plans, controls and deliver projects and programmes to agreed time, cost and quality requirements; • Applies engineering knowledge, skills and experience to put infrastructure into service; and • Understands and applies technical knowledge of functional duties, processes, methodology and systems. 	<p>varied forms of contract, and makes recommendations to the engineer for termination of projects due to non-compliance with scope and contract.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Has knowledge of construction and maintenance processes; • Facilitates and monitors scope / time / quality / cost change approval by compiling and forwarding the necessary applications to the Senior Engineer; • Manages the construction of internal projects; • Facilitates compilation of Terms of Reference for projects; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Has detailed knowledge of construction and maintenance processes; • Able to deal effectively with contractual matters between the municipality and the contractor; • Mitigates health, safety and environmental risks; • Manages quality and risk; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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;

	<ul style="list-style-type: none"> Facilitates compilation of Business Plan (BP) or Registration form. 	<ul style="list-style-type: none"> Oversees and manages medium sized projects; Verifies project reports; and Evaluates and gives input during appraisal of tenders. 	<ul style="list-style-type: none"> Manages project budgets and schedules effectively; and Liaises effectively with external authorities and other stakeholders on project specific issues. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Dispute and conflict resolution; and Commissions and manage retention.
<p>4. Operations and Maintenance</p> <p>The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p>	<ul style="list-style-type: none"> Knowledge of 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • augmentation programmes; Participates in the maintenance of infrastructure and supply systems; • Participates in the implementation of maintenance programmes; • Manages small maintenance teams; and • Participates in developing specifications that are broadly defined. 	<p>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;</p> <ul style="list-style-type: none"> • Contributes to the development of maintenance programmes and ensures the implementation of routine and scheduled maintenance; and • Ensures that all asset positions and activities are captured in the asset management systems and identifies replacement strategies. 	<p>devising broadly defined solutions to ensure service delivery is provided with minimum interruption and to a satisfactory standard;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Predicts the financial, social, economic and environmental implications; • Contributes to the development of norms and standards; • Anticipates events, situations and incidents that may impact on the operation for the municipality; • Makes recommendations on issues falling outside of the operating rules and procedures; • Liaises with other both internal and external on integrated service delivery matters; and • Undertakes long term planning and forecasting of infrastructure requirements. 	<p>operation of a service delivery component;</p> <ul style="list-style-type: none"> • 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					
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Convinces others of his / her ideas without suppressing their views; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Able to be both direct and forthright as well as diplomatic and tactful; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Sensitive to how people and organisations function.

<p>within and outside of the municipality.</p>	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>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.</p>	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Has an understanding and appreciation of the service delivery imperative and its demands on public servants.
<p>3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; 	<ul style="list-style-type: none"> 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,

		<ul style="list-style-type: none"> • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>professional bodies, voluntary associations, interest groups, developers, unions, local and international funders, the press etc.</p>
Personal					
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Focused on ensuring strategy and programme / project outcomes are met.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure /</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and

stress situations and the ability to persist goals despite obstacles and setbacks.	<ul style="list-style-type: none"> Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Proactively searches the environment to detect situations which might cause setbacks or failures. 	<ul style="list-style-type: none"> Manages situations in the environment which might cause setbacks or failures.
<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Remains alert to the need for change before the external or internal environment; and Seeks to influence changing events.
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.

<p>5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Probes deeply and considers consequences and risks attached to actions. Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Promotes best practice; and Is networked within the industry.
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Deals promptly, and in the interest of the City, with situations where conflict of interest arises. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Promotes a transparent and accountable administration.

Management / Leadership						
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; and Uses influence to achieve objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Establishes support and projects authority and credibility. 	
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Builds team spirit and cohesion across function boundaries in the respective departments. 	
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance. 	

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretch individuals' 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • Able 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 and encourages staff to work towards professional registration. 	<p>on successful completion of objectives.</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the 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. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> Air Quality Officer Environmental Health Practitioner: Air Quality Senior Environmental Health Practitioner: Air Quality 	<ul style="list-style-type: none"> Functional Head: Air Quality Senior Air Quality Officer Senior Environmental Health Officer: Air Quality Senior Environmental Health Practitioner: Air Quality 	<ul style="list-style-type: none"> Deputy Director: Air Quality Monitoring & Maintenance (Local Government) Principal Environmental Health Officer: Air Quality Regional Air Quality Practitioner 	<ul style="list-style-type: none"> 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	<p>Knowledge of:</p> <ul style="list-style-type: none"> 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. <p>Air Quality practitioners should understand / have knowledge of:</p>	<p>Knowledge, Interpretation and application of:</p> <ul style="list-style-type: none"> National Environmental Management Act of 1998; National Environmental Management: Air Quality Act 39 of 2004 and applicable national, provincial and local regulations and by-laws; Municipal Finance Management Act (2003); Municipal Systems Act; National Framework on Air Quality Governance; National atmospheric emission licensing system; 	<p>Knowledge, Interpretation and application of:</p> <ul style="list-style-type: none"> National Environmental Management Act of 1998; National Environmental Management: Air Quality Act 39 of 2004 and applicable national, provincial and local regulations and by-laws; Municipal Finance Management Act (2003); Municipal Systems Act; National Framework on Air Quality Governance; National atmospheric emission licensing system; 	<p>Knowledge, Interpretation and application of:</p> <ul style="list-style-type: none"> 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;

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> National atmospheric emission inventory system; Health Act 63 of 1977; and Atmospheric Pollution Prevention Act of 1965. <p>Air Quality practitioners should understand / have knowledge of:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> National atmospheric emission inventory system; Health Act 63 of 1977; and Atmospheric Pollution Prevention Act of 1965. <p>Air Quality Practitioners should understand / have knowledge of:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> National atmospheric emission inventory system; Health Act 63 of 1977; and Atmospheric Pollution Prevention Act of 1965. <p>Air Quality Practitioners should understand / have knowledge of:</p> <ul style="list-style-type: none"> 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. 	<p>EXPERIENCE</p>	<ul style="list-style-type: none"> 2 - 5 years in the related field of air quality management / climate change / sustainable energy and environmental health / management. 	<ul style="list-style-type: none"> 5 - 8 years in the related field of air quality management / climate change / sustainable energy and environmental health / management with 	<ul style="list-style-type: none"> 8 years or more in the related field of air quality management / climate change / sustainable energy and environmental health / management with 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	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.	Core Professional Competencies		
		<ul style="list-style-type: none"> Understands how the business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental specific goals and priorities;

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • In-depth knowledge of municipality's policies and procedures; • Understands priorities, goals and issues within local government sector; • Understands and applies the regulatory framework applicable to local government within specific functional area; and • Understands the issues impacting service delivery. 	<ul style="list-style-type: none"> • Well-developed knowledge of relevant municipal legislation, regulations and by-laws; and • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • Manages the assigned tasks to the agreed standards and meets deadlines; • Uses time effectively and remains focused – does not become easily distracted; • Prioritises activities effectively to ensure that tasks are completed within schedule; and • Ensures work is accurate and complete. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Manages resources within function to achieve the project objectives; • Sets high performance standards for self and others; • Follows procedures accurately; • Prioritises activities to ensure that project is completed within schedule; and • Complies with budgetary requirements. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Plans, organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; • Measures progress and monitors performance and results; • Assumes responsibility and accountability for successful completion of tasks and projects; • Ensures high quality output and initiates action to correct problems; and • Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Plans, organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; • Measures progress and monitors performance and results; • Assumes responsibility and accountability for successful completion of tasks and projects; • Ensures high quality output and initiates action to correct problems; and • Develops contingency plans for potential problems.

<p>3. Financial Management</p> <p>Drives optimisation of financial management of the municipality through use of standard operating procedure.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate; • Prepares own budget in line with the strategic objectives of the organisation; and • Understands the SCM policy and process and applies sound procurement management. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p>4. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the City's procedures in order to achieve the tasks / functional results of the work.</p>	<ul style="list-style-type: none"> • Contributes to planning by compiling and collating information from research, surveys and studies; • Contributes to the development of the organisation's annual work plans; and • Organises and plans on a quarterly and annual basis. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Functional Competencies</p>				
<p>1. Strategy Development & Implementation</p> <p>Ability to do long-term planning and execute the expected activities.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1, plus; • Develops the Air Quality Management Plan; • Manages the development of multidisciplinary and cross-cutting policies; • Participates in the implementation of environmental management activities; 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

	<p>processes for achieving unit goals.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Compiles and updates Environmental Management System legal registers; and • Provides inputs into the IDP. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Provides strategic direction for air quality management programme. • 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.
<p>2. Stakeholder Management</p> <p>Manages the interface and relationship with key stakeholders in support of meeting objectives.</p>				
<p>3. Air Quality Management</p> <p>The ability to manage legislative requirements and compliance matters in relation to air quality.</p>	<ul style="list-style-type: none"> • Addresses weaknesses in the Air Quality Control System; • Assesses atmospheric emission license and permit applications; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 plus; • Provides support to municipal departments on air quality improvement; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2, plus; • Develops and maintains a comprehensive emissions inventory for the municipality; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3, plus; • Approves atmospheric emission license and permit applications;

	<ul style="list-style-type: none"> Complies 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. 	<ul style="list-style-type: none"> Quality assures atmospheric emission license and permit applications; Develops the Complaints Management System; and Co-ordinate emergency incidents investigations (NEMA). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Research Ability to review and study relevant information from various sources to develop new information.</p>	<ul style="list-style-type: none"> Acquires information on all aspects of Air quality; and Interprets air quality data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 plus; Manages the environmental trend analysis process; and Communicates research findings to the team. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels, plus; Researches applicable legislative tools and current state of art; and Articulates the research findings to team and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels; and Applies best practices to improve air quality for the municipality.
<p>5. Compliance and Enforcement The ability to follow processes, conclude investigations and generate compliance notices and documentation to ensure enforcement of relevant legislation.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1, plus; Compiles air quality standards; Compiles air quality bylaws; Investigates air quality standards ascendants; Undertakes site visits at industries applying for permits; and Monitors level of compliance with ambient air quality. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3, plus; Develop compliance and enforcement strategy to ensure compliance with Air Quality Act and regulations; Sign-off compliance and enforcement notices; and Monitors implementation and compliance and enforcement strategy.

	premises and issuing of fines and / or other court action.		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; and Adapts communication content and style according to the audience including 	<ul style="list-style-type: none"> Demonstrates competencies from level 1, plus; Delivers messages in a manner that gains support, commitment and agreement; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus; Develops a well-defined communication strategy; Balances political views with organisational needs when 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3, plus; Ability to read situations and to interest positions and to respond appropriately;

	<p>managing body language effectively.</p>	<ul style="list-style-type: none"> 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; Communicates high risk sensitive matters to all relevant stakeholders. 	<ul style="list-style-type: none"> communicating differing viewpoints on complex issues; Steers negotiations around complex issues and arrives at a win / win situation; Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; Markets and promotes the municipality to external stakeholders; Communicates with the media without compromising the integrity of the municipality; Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> 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.
<p>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.</p>	<ul style="list-style-type: none"> Is committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Establishes a collaborative relationship with the community. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached. 	<ul style="list-style-type: none"> Issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved. 	<ul style="list-style-type: none"> achieve organisational objectives; Identifies the real power base in other organisations as a starting point for negotiation; and Understands outside partners' preferred approaches to agreeing solutions.
<p>2. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self-starter; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages the meeting of targets and outcomes.
<p>3. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Continues to attempt to improve, despite setbacks or other constraints; and Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>4. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

<p>5. Cognitive Ability</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Considers alternatives; Develops conceptual frameworks that guide analysis; and Draws sound conclusions based upon a mixture of analysis and experience.
<p>6. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and

	<ul style="list-style-type: none"> Seeks ongoing support for own limitations (e.g. from coach or mentor). 	<ul style="list-style-type: none"> Learns from experience – does not repeat mistakes. 		<ul style="list-style-type: none"> Encourages others to learn and share from mistakes and shares experiences.
Management / Leadership Competencies				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional; Commands respect from peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; Shares information and collaborates easily with others; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Creates strong morale / team spirit. 	<ul style="list-style-type: none"> Works effectively with people from other organisations / departments and manage in a competitive environment. 		
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance and potential of team members and encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Direction Setting</p> <p>Determines and articulate the Vision, sets the direction for the organisation and / or unit and inspires others to deliver on the organisational mandate.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Inspires staff with own behaviour – “walks the talk”; and Complies with statutory requirements and apply policies consistently. 		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Assistant Environmental Health Practitioner. 	<ul style="list-style-type: none"> Environmental Health Practitioner 	<ul style="list-style-type: none"> Operational Manager Environmental Health Principal Environmental Health Professional Senior Environmental Health Practitioner 	<ul style="list-style-type: none"> Manager: Environmental Health Head: Environmental Health
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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;

		<ul style="list-style-type: none"> Interpretation of laboratory results relating to food and water samples. 	<ul style="list-style-type: none"> Interpretation of laboratory results relating to food and water samples. 	<ul style="list-style-type: none"> Experienced in interpretation of laboratory results relating to food and water samples; and Development of Environmental Health Policy and by-law legislation.
EXPERIENCE	<ul style="list-style-type: none"> 0 - 2 years relevant experience required 	<ul style="list-style-type: none"> 2 - 5 years relevant experience required Legislative requirement: Completed 1 year minimum community services 	<ul style="list-style-type: none"> Between 5 - 8 years relevant experience required Minimum 2-3 years supervisory experience 	<ul style="list-style-type: none"> 8 years' or more relevant experience required Minimum of 3 years managerial experience
QUALIFICATION	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> A relevant tertiary qualification, preferably a B-Tech degree in Environmental Health; Registration as an Environmental Health Practitioner with the Health Professions Council of South Africa for independent practice; Peace Officer: Registration with Department of Agriculture if applicable; Driver Licence: EB; and Computer literacy: MS Office.

COMPETENCIES			
COMPETENCY LEVELS	1	2	3
	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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Checks work of subordinates for errors and omissions before submission; • Ensures all details of a task are accomplished; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Maintains a project checklist covering all detail which might be overlooked; • Ensure that all information is available in the preparation of documentation; and
			<ul style="list-style-type: none"> • 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.
			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Monitors projects and programmes; • Checks against standards and regulations and signs off on documents; and

		<ul style="list-style-type: none"> Checks against standards and regulations. 	<ul style="list-style-type: none"> Accurately reviews documents and edits documents created. 	<ul style="list-style-type: none"> Accurately reviews documents and edits documents created.
<p>3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks monthly according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<ul style="list-style-type: none"> Operates within structured parameters and guidelines including legislation and regulations when solving problems; and Knows when to refer problems to superior for resolution. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Operates within structured parameters and guidelines including legislation and regulations when solving problems; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from Level 1 to 3; Knows when to use professional discretion and independent decision-making; and

<p>5. Evaluation and Research</p> <p>Use of appropriate evaluation and research methods, in partnership with stakeholders, to determine the outcomes, impact and effectiveness of Environmental Health action.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Knows the context and when to refer problems to superior for resolution; and Shows initiative in suggesting possible solutions to certain problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Crafts solutions based on context and impact of problems analysed.
<p>6. Information Management</p> <p>Displays an ability to collect, review and analyze information pertaining to Environmental Health, identify trends, and report on them to all stakeholders.</p>	<ul style="list-style-type: none"> Source information and package the content as required; and Captures data accurately, checking for accuracy. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Ensures implementation of new strategies based on research outcomes.
<p>6. Information Management</p> <p>Displays an ability to collect, review and analyze information pertaining to Environmental Health, identify trends, and report on them to all stakeholders.</p>	<ul style="list-style-type: none"> Source information and package the content as required; and Captures data accurately, checking for accuracy. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develop and manage an environmental health information system; Uses the information generated to measure performance against targets and goals; and Uses the information generated to develop strategies for improvement.

Functional Competencies				
<p>1. Analytical skills Ability to identify patterns across situations that are not obviously related, and identify key or underlying issues in complex situations.</p>	<ul style="list-style-type: none"> Distinguishes between critical and irrelevant information, under guidance of the Environmental Health Practitioner. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies in level 2 to 3; Develops conceptual frameworks that guide analysis; and Draws sound conclusions based on a mixture of analysis and experience.
<p>2. Advocacy / Negotiation Ability to promote Municipal Health Services.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

<p>3. Water Monitoring Monitoring of potable and recreational water quality.</p>	<ul style="list-style-type: none"> Collecting water samples for laboratory analysis; Carrying out field tests of water supplies; Conducting inspections of community water supplies; and Carry out surveys. 	<p>materials for environmental health work.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1; Monitors water quality and availability; Enforces laws and regulations related to quality management; notifications to stop or correct specific sequences to enable compliance; Monitors conformance with served orders through 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Develops compliance strategies; and Co-ordinates water quality compliance monitoring activities. 	<p>strategic agenda with partners on joint initiatives;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate competencies from 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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<p>4. Food Control Ensuring food safety for human consumption.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Ensures food safety in respect of acceptable microbiological and chemical food standards; • Inspects food production, distribution and consumption areas; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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;
<p>scheduled or ad-hoc inspections;</p> <ul style="list-style-type: none"> • 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. 				

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Manages stakeholder's expectations; and Resolves complex client or customer complaints.
<p>5. Waste management Monitoring the Health effects of waste.</p>	<ul style="list-style-type: none"> Involvement in basic health educational programmes in terms of waste management. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; and 	<ul style="list-style-type: none"> 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

<p>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</p>	<ul style="list-style-type: none"> Supports the Environmental Health Practitioner with environmental health impact assessments. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Conducts environmental health impact assessments assessing premises for unsatisfactory health conditions; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Monitors and verifies inspections of premises inspected. 	<ul style="list-style-type: none"> Resolves complex client or customer complaints.
<p>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</p>	<ul style="list-style-type: none"> Supports the Environmental Health Practitioner with environmental health impact assessments. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Monitors and verifies inspections of premises inspected. 	<ul style="list-style-type: none"> Demonstrates competencies from levels from level 1 to 3; Develops, monitor and manage Health Surveillance of Premises Programs; 	<ul style="list-style-type: none"> Resolves complex client or customer complaints.

<p>children, old age homes, accommodation establishments etc.), and instituting corrective action in terms of legislation if required.</p>		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Manages stakeholder's expectations; and Resolves complex client or customer complaints.
<p>7. Communicable diseases management (except immunizations)</p> <p>Surveillance and Prevention of communicable diseases.</p>	<ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Promotes health and hygiene aims at preventing environmentally diseased and related communicable diseases; and Collects, analyzes and disseminates epidemiological data and information. 	<p>Demonstrates competencies from levels 1 and 2;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels from level 1 to 3; Formulates policies, procedures and guidelines for the control of communicable diseases that are related to Environmental Health factors; Provides a framework for the implementation of related policies and procedures; Monitors, evaluate and report on notifiable diseases within a municipality; and Ensures that all National and Provincial guidelines and procedures have been implemented in the municipality.

<p>8. Environmental Pollution Control Ensure a hygienic working and recreational environment.</p>	<ul style="list-style-type: none"> • Attends to public complaints and enquires; and • Carries out routine environmental health inspections. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies polluting agents; • Attends to public complaints and enquires; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Ensures the mitigation and prevention of ground, water, soil, noise and air pollution matters. 	<ul style="list-style-type: none"> • 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 pollution control programs; • Manages stakeholders' expectations; • Resolves complex client or customer complaints; and • Reports outcomes of pollution control programs to relevant stakeholders.
<p>9. Disposal of the Dead Management of human remains.</p>	<ul style="list-style-type: none"> • Supports the Environmental Health Practitioner in the management of human remains. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels from level 1 to 3; • Issues required certification; • Applies best practice to improve management of human remains in the municipality; • Manages stakeholders' expectations; and • Resolves complex client or customer complaints.

<p>10. Health Promotion</p> <p>Rendering of health educational programs to the community</p>	<ul style="list-style-type: none"> Present the programs to the community. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Develop the health and hygiene programs; and Identifies educational needs of communities. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Coordinates and evaluates health and hygiene programs to ensure required outcomes. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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.
<p>11. Vector Control</p> <p>Administration of pest control measures</p>	<ul style="list-style-type: none"> Implements pest control procedures; Identifies core pests found within the municipality; and Uses and handles pesticides correctly. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Recommends and motivates appropriate pest control measures; and Monitors the effectiveness of pest control measures. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>12. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages resources within function to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans, organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; 	<ul style="list-style-type: none"> 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.

<p>13. Financial Management Drives optimisation of financial management of the municipality through use of standard operating procedure.</p>	<ul style="list-style-type: none"> • Not applicable at this level. 	<ul style="list-style-type: none"> • Shows initiative in suggesting possible solutions to certain budgetary problems; and • Manages self to ensure that municipal financial resources are not wasted and is used effectively. 	<ul style="list-style-type: none"> • Ensures high quality output and initiates action to correct problems; and • Develops contingency plans for potential problems. • 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. 	<ul style="list-style-type: none"> • 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				
<p>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.</p>	<ul style="list-style-type: none"> • Is committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Professional in interaction with the general public and stakeholders; and • Understands and articulates community needs in sector plans. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>2. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Monitors service providers to ensure that service delivery meets the standards set out in SLAs and inspires them to improve service standards. • Demonstrates competencies from levels 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<p>reporting of customer satisfaction within the municipality in so far as Environmental Health is concerned.</p> <ul style="list-style-type: none"> • Demonstrates competencies from Level 1 to 3; and • Manages the relationship between stakeholders and the municipality.
<p>3. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; • Takes personal responsibility for providing excellent service quality; and • Addresses less complicated problems promptly, without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands the client's issues and seeks information about their current and future requirements; and • Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.); and • Monitors client satisfaction by ensuring complaints/compliments systems are used and results incorporated in practices to improve client and customer interaction. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; • Develops complaints/compliment systems and analyses outcome to improve service delivery and aligns the service effectively; and

Personal Competencies				
				<ul style="list-style-type: none"> Defines a client vision and how it fits strategically within the municipality's customer centric values.
<p>1. Action and outcome orientation</p> <p>Display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created.

<p>3. Flexibility</p> <p>Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.</p>	<ul style="list-style-type: none"> Meets with team to adjust and coordinate schedules to accommodate all team members; and Adjusts staff assignments based on feedback and work load priorities. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Realigns resources to meet changing customer needs; and Takes feedback into consideration while implementing organizational change. 	<ul style="list-style-type: none"> 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.
<p>4. Learning orientation</p> <p>Willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry and ensure networking opportunities; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates and supports a learning environment; Encourages others to learn and share learning taken from mistakes and experiences; and Shares own experiences to foster learning (model correct behaviour).
<p>5. Integrity</p> <p>Behaves in an honest, fair, and ethical manner.</p>	<ul style="list-style-type: none"> Establishes open and honest communication with employees; and Addresses concerns with employee behaviour in a confidential and respectful manner. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Management / Leadership Competencies			
<p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from 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. 	<ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long-term goals and arrives at multiple ways to achieve the goals; Provides leadership on policy relates matters; Involves top level political authority and other stakeholders in the buy-in process; and Initiates projects that lead to the achievement of long-term strategic objectives of the municipality; and Implements a performance management system to measure compliance with service delivery plans.

<p>2. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional; Commands respect from peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda. 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Is called upon to mediate conflicts and disagreements. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Presents himself or herself well in different settings – public, media or to staff; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and Persuades political heads to adopt and implement results / outcomes of project.
<p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares information and knowledge with peers and team members. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; Balances the municipality tasks and goals with subordinate personal and professional needs; 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Formulates and implements appropriate policies to support staff development; Ensures that training policies support the strategy and drives the desired behavior; and Actively creates development

<p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> 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 Works effectively with people from other departments/organisations and can manage self in a competitive environment. 	<ul style="list-style-type: none"> 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. 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. 	<p>opportunities by crafting roles to best meet the needs of managers.</p> <ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Gardener Caretaker Hall Attendant Groundsman Building Maintenance Assistant 	<ul style="list-style-type: none"> Horticulturist Community Facility Officer Superintendent (Pools) Building Maintenance Supervisor 	<ul style="list-style-type: none"> Senior Horticulturist Maintenance Officer Senior Superintendent (Pools) Operations Officer Recreation Officer Sports Field Coordinator 	<ul style="list-style-type: none"> Manager: Sport Facilities Manager: Parks Manager: Community Halls Manager: Stadiums (Reports to a functional director or senior manager)
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Performs routine and basic functions relating to maintenance of community facilities; Works independently under general supervision; and Controls access to the facility. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 years' experience preferably in facility maintenance. 	<ul style="list-style-type: none"> 2 - 5 years relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years relevant experience. 	<ul style="list-style-type: none"> 8 years or more relevant experience.

QUALIFICATION	<ul style="list-style-type: none"> Basic literacy / Minimum Grade 10. 	<ul style="list-style-type: none"> Grade 12 or a relevant post matric qualification; and Basic computer literacy: MS Office 	<ul style="list-style-type: none"> Relevant tertiary qualification, preferably a B. degree relevant to Facilities Management / Horticulture; and Computer literacy: MS Office 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Remains focused on task at hand; Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion; and Completes tasks on time. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Clearly communicates expectations to supervised staff; Provides guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; Makes contingency plans and monitors outcomes of outsourced maintenance management activities; and Ensures that raw materials, equipment, parts and components are available for maintenance operations. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list; and 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Plans and organizes work of others using goal setting. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Compiles capital and operating budgets for short;

<p>The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Modifies plans in line with instructions from supervisors. 	<ul style="list-style-type: none"> 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. 	<p>objectives, targets, creating work schedules and work plans with associated budgets and resources.</p>	<p>medium and longer terms on all assets and services related to the maintenance of assets; and</p> <ul style="list-style-type: none"> 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				
<p>1. Facility specific skills</p> <p>Shows a satisfactory level of technical skill, knowledge, experience and education relevant to particular community facility.</p>	<ul style="list-style-type: none"> Undertakes routine tasks; Has developed a level of skill and experience in a technical area of work; and Is aware of factors that may negatively impact the completion of a job. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Applies specialist knowledge to situations to solve problems or enhance solutions; Anticipates events, situations and incidents that may impact the work environment and takes corrective action; Shows sound problem solving skills and analytical ability; and Ensures knowledge transfer and training and mentoring of more junior staff. 	<ul style="list-style-type: none"> 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.
<p>2. Workplace safety</p>	<ul style="list-style-type: none"> Displays knowledge of all related safety or security regulations; 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages all safety requirements as per

<p>The ability to identify and correct conditions that affect employee safety.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates and / or explains safety equipment and / or procedures; • Reviews safety training materials; • Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions; • Checks equipment and / or work area regularly; and • Takes corrective action—Reports or corrects unsafe working conditions; makes recommendations and / or improves safety and security procedures; enforces safety regulations and procedures. 	<ul style="list-style-type: none"> • Implements changes to correct unsafe working conditions; • Coordinates safety meetings; and • Controls equipment safety. 	<p>regulations / legislation for the facilities under direct control.</p>
<p>Public Service Orientation Competencies</p>				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Ability to be both direct and forthright as well as diplomatic and tactful; • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and • Awareness of how people and organisations function.

<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; and • Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative view points; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Develops communications geared for various audiences; • 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Is committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Establishes a collaborative relationship with the community; and • Speaks effectively on service delivery matters as required.
Personal Competencies				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Grasps new challenges with enthusiasm; • Shows initiative; and • Quick to act. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Drives staff delivery in meeting outcomes; and • Manages self and the team in meeting goals.

<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Stays calm and focussed under pressure; • Controls his / her emotions; and • Handles criticism constructively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Successfully completes projects with time and budget allocations. • Demonstrates competencies from level 1 and 2; • Plans and initiates new ways forward; and • Shows emotional resilience and handles difficult situations effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Deals effectively with change; • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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;
<p>4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • Embraces opportunities to learn new things; • Willingly attends courses and programmes; • Transfers knowledge to the workplace; and • Shares information and knowledge with others. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning). • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and • Determines root causes of problems and evaluates whether solutions address root causes. 	<p>own strengths and weaknesses and takes action to close knowledge / skills gap; and</p> <ul style="list-style-type: none"> • Learns from experience – does not repeat mistakes. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Promotes transparent and accountable municipal administration.

		<ul style="list-style-type: none"> Shares information openly, whilst respecting the principle of confidentiality. 	<ul style="list-style-type: none"> of the organisation / department; and Acts decisively against corrupt and dishonest conduct. 	
Management / Leadership Competencies				
<p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and Is called upon to mediate conflicts and disagreements.
<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional; Commands respect from peers and subordinates; and Settles disputes as quickly and as effectively as possible. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and

	<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Communicates tasks and expectations and sets realistic standards; • Anticipates mistakes and freely offers assistance without being overbearing; • Understands subordinates' limitations; and • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate development 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Sets challenging tasks that stretches individuals abilities and self-confidence; • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; • Actively involved in the retention and development of talent within the organisation; and • Monitors progress and gives individuals specific feedback on their performance. 	<ul style="list-style-type: none"> • Is called upon to mediate conflicts and disagreements. • 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.
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others; • Able to manage in a team, working effectively as a team member; • Shares information and collaborates easily with others; and • Creates strong morale / team spirit. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Involves and empowers team in setting and achieving goals; and • Participates actively as a member of a team to move the team towards the attainment of goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages team approach to problem solving; • Involves others by listening to and fully involving others in team decisions; • Recognises and respects the value of diverse views; • Draws on diverse backgrounds, skills and knowledge of team members; and • Builds team spirit and cohesion within the unit. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Support team efforts and recognises and rewards contributions made by teams; • Applies inclusive, democratic management principles in the management of teams; and • Supports team development. 	

FIELD OFFICERS COMPETENCY FRAMEWORK (ANTI LAND INVASION)

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Field Officer 	<ul style="list-style-type: none"> Senior Field Officer 	<ul style="list-style-type: none"> Principal Field Officer 	<ul style="list-style-type: none"> Head: Anti Land Invasion Unit
KNOWLEDGE	<ul style="list-style-type: none"> Knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation. 	<ul style="list-style-type: none"> Demonstrated knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation. 	<ul style="list-style-type: none"> Demonstrated knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation. 	<ul style="list-style-type: none"> In-depth knowledge of applicable legislation, the operational strategies, applicable policies and governing legislation.
EXPERIENCE	<ul style="list-style-type: none"> 0 - 2 years' experience. 	<ul style="list-style-type: none"> 2 - 5 years' experience of which at least 2 years includes supervisory exposure. 	<ul style="list-style-type: none"> 5 - 8 years' experience of which at least 2 years includes supervisory exposure. 	<ul style="list-style-type: none"> 8 years' experience or more including 2 years managerial experience.
QUALIFICATION	<ul style="list-style-type: none"> Grade 12; Code EB Drivers' License; and Physical Fitness. 	<ul style="list-style-type: none"> Grade 12; Code EB Drivers' License; and Physical Fitness. 	<ul style="list-style-type: none"> Grade 12 or relevant post matric qualification in public administration or related field; Code EB Drivers' License; Computer literacy; MS Office; and Physical Fitness. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-

	<ul style="list-style-type: none"> • Able to respond in writing to basic types of communication. 	<ul style="list-style-type: none"> • Able to respond in writing to complex types of communication. 	<ul style="list-style-type: none"> • memoranda, e-mails; reports and other correspondence, both internal and external to the organisations. 	<ul style="list-style-type: none"> • making within the organisation; and • Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.
<p>2. Oral Communication</p> <p>The ability to articulate a message in an understandable and convincing manner.</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues; and • Confirms / clarifies understanding of instructions, thereby avoiding mistakes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Interprets complex language / communication; and • Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
<p>3. Influencing</p> <p>The ability to interact with others and influence them to adopt the best alternative from a range of options.</p>	<ul style="list-style-type: none"> • Interacts with various clients / stakeholders on a daily basis; and • Answers basic questions politely and helpfully. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Gives options for client / stakeholders actions from a range of actions available; and • Follows through on option selected by client / stakeholder within confines of laid down procedure. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Ascertain 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Identifies preferred solution with potential consequences; • Decides on best option within risk profile; • Creates understanding with client / stakeholder / groups as to best option; and • Executes option and accepts consequences and accountability.
<p>4. People Management</p> <p>Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve organisational goals.</p>	<ul style="list-style-type: none"> • Has good relations with co-workers as the job require contact with all levels of personnel of different divisions. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Communicates effectively and acknowledges contributions of others; and • Accurately captures information in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Assigns clearly defined tasks to subordinates; • Gives direction to team in meeting objectives; • Facilitates team goal setting and problem solving; • Manages conflict through a participatory transparent approach; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Lead, direct and manage staff within the unit so that they meet objectives; • Ensure employees have clear role descriptions which are linked to overall strategic objectives of the unit; and • Persuades political heads to adopt and implement

<p>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.</p>	<ul style="list-style-type: none"> Identifies simple problems within a set process; Alerts supervisor of problems within a set process; and Solves problems of a basic nature. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies problems in processes; and Refers problems to supervisor for resolution but offers alternatives or recommendations. 	<ul style="list-style-type: none"> Provides insight, assistance to subordinates in promoting a culturally and racially integrated workplace. 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Conceptualises possible solutions to problems; Weights 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. 	<p>resolutions / outcomes arrived at in Council meetings.</p>
<p>6. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input. 	
<p>7. Written Communication The ability to communicate in writing as appropriate to specific audiences.</p>	<ul style="list-style-type: none"> Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; and Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work. 	

Functional Competencies				
<p>1. Illegal Land Invasion</p> <p>Exercise control over illegal land invasion activities in informal settlements including community interaction, supervision, investigation and engagement.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Able to conduct investigations in respect of illegal activities within informal settlements; and • Able to be both pro-active and re-active to implement operational plans to curb illegal activities and growth in informal settlements. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrated ability to manage and coordinate counter spoilation action; and • Demonstrated ability to engage external services such as South African Police Service and Metro Police in cases of emergency.
<p>2. Legal Process Administration</p> <p>Ensure due process is followed with regard to the management of evictions.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>3. Relocation Processes</p> <p>Ensure the relocation process is implemented in an informal settlement area to create space for land development.</p>	<ul style="list-style-type: none"> • Participates in community meetings; • Identifies and demarcates target areas and groups for relocation; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to assess volatile situations and advises on matters whether to withdraw or 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Implements and monitors relocation processes within a specific informal settlement area to create space for 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates the ability to manage budgets and resources such as vehicles and

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Intervene before violence occurs; and Demonstrates knowledge of the requirements of the Health and Safety Act and its applicability in volatile situations. 	<p>temporary or new housing opportunities and emergency disaster relief.</p>	<ul style="list-style-type: none"> equipment used in relocation operations; and Complies with audit requirements, maintain budgetary controls and loss of Council equipment in relocation processes.
<p>4. Surveying Data Management</p> <p>Manage the data obtained from surveys in communities.</p>	<ul style="list-style-type: none"> Conducts door-to-door surveys and annual surveys to monitor new structures; Captures results in informal settlements databases; and Participates in community meetings. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages contract staff; and Extract reports from information systems and databases for statistical purposes. 	<ul style="list-style-type: none"> 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.
<p>5. Disaster operations</p> <p>Implements operational plans for disasters.</p>	<ul style="list-style-type: none"> Monitors tasks allocated to contract staff; Investigates and assesses the magnitude of disasters; Liaises with Disaster Risk Management Officer's regarding relief operations; Understands the process for registration of Fire / Flood / Xenophobic victims; and Able to coordinate the issue of relief kits to victims. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Monitors tasks allocated to contract staff; Able to implement the rehabilitation of disaster sites; and Able to implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages contract staff; and Able to coordinate the implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to manage and register incidences of Fire and Flooding; Able to manage and register Xenophobic attacks; and Must be able to execute the planning of clean-up operations of affected areas.

Public Service Orientation Competencies				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; and • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> • 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints.

Personal Competencies				
<p>1. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
<p>2. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>3. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> 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.
<p>4. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and</p>	<ul style="list-style-type: none"> Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Pushes self and motivates others for results; and Goal achievement orientated. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Sets challenging goals; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Successfully manages projects with time and budget allocations.

keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	<ul style="list-style-type: none"> Initiates contact with others. 		<ul style="list-style-type: none"> Displays a drive to do things better; and Successfully completes projects with time and budget allocations. 	
<p>5. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures. 	
Management / Leadership Competencies				
<p>1. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Manages team outcomes and reward and recognise team efforts; and Supports team development.
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and

<p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shares knowledge and information with peers and subordinates; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to identify appropriate training interventions; and • Ability to understand the underlying causes for non- or poor performance and to provide the appropriate support. 	<ul style="list-style-type: none"> • Organises resources and inspires others towards focussed performance. • Demonstrates competencies from level 1 to 3; • Actively involved in the retention and development of talent within the organisation; Leads by example; • Actively creates development opportunities by crafting roles to best meet the needs of individuals; 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)	<ul style="list-style-type: none"> Assistant Accountant 	<ul style="list-style-type: none"> Accountant 	<ul style="list-style-type: none"> Senior Accountant 	<ul style="list-style-type: none"> Assistant Manager: Finance / Principal Accountant
KNOWLEDGE	<ul style="list-style-type: none"> Conducts work of a financial nature according to prescribed norms and standards under the general direction of an experienced accountant; and Basic working knowledge of applicable local government legislation (e.g. MSA, MFMA, and others as applicable). 	<ul style="list-style-type: none"> Conducts work financial nature according to prescribed norms and standards under the general direction of an experienced senior accountant; and Working knowledge and experience of applicable local government legislation (e.g. MSA, MFMA, and others as applicable). 	<ul style="list-style-type: none"> Under general direction, independently performs more complex work of a financial nature. May supervise junior staff; Conducts work of financial nature according to prescribed norms and standards under the general direction of an experienced principal accountant; Leads, conducts and controls work according to prescribed norms and standards. Supervise; and Advanced knowledge of applicable local government legislation (e.g. MSA, MFMA, and others as applicable). 	<ul style="list-style-type: none"> Provides expert financial advice. Responsible for managing financial information according to prescribed norms and standards; May supervise and manage team responsible for the financial information; and Extensive understanding and knowledge of the application of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).
EXPERIENCE	<ul style="list-style-type: none"> 0-2 years' relevant experience required. 	<ul style="list-style-type: none"> 2-5 years' relevant experience required. 	<ul style="list-style-type: none"> 5-8 years' relevant experience required which includes 2 years of supervisory experience. 	<ul style="list-style-type: none"> 8 years or more relevant experience covering all aspects of the relevant financial process and the

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>2. Procurement</p> <p>Manages the procurement process according to prevailing legislation, norms and standards.</p>	<ul style="list-style-type: none"> Procures goods and services in accordance with MFMA, SCM regulations and policies; Maintains a database of approved vendors; and Reconciles physical stocks to accounting records. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Conducts a capacity and credit check of potential vendors; and Investigates alternative vendors or products to improve cost, quality & delivery ratios. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Reviews vendor performance; Manages procurement contingencies; Provides guidance for alternative vendors or products to improve cost, quality and delivery ratios; and Understands 'value chain' concepts and the principles of 'just in time' procurement. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Review and update policies to align with prevailing legislation, norms and standards and community dynamics; Prepares standard documents for presentation to bid committees; and Respond and report on queries from internal audit and auditor general management letter items.
<p>3. Budgeting</p> <p>Establishes and manages credible budgets within legislative, political and administrative mandates.</p>	<ul style="list-style-type: none"> Prepares forecasts of income and expenditure; Produces draft budget proposals; and Operates budgetary control systems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Contributes to the planning and allocation of resources; Prepares forecasts of income and expenditure; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Monitors the performance of responsibility centres against budget; Collate and analyse information for budget purposes; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Prepare the budget aligned to the IDP and Treasury regulations; Documents budget assumptions; and

<p>4. Financial Management Drives optimisation of financial management of the municipality through use of standard operating procedures.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uses models to assess the sensitivity of elements in the cash budget. 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. 	<ul style="list-style-type: none"> Document budget assumptions. Demonstrates competencies from level 1 and 2; Understands quality control methods; Explains and evaluates strategic financial management issues; and Interprets performance indicators. 	<ul style="list-style-type: none"> Revise budget and prepare adjustment budget. 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.
<p>5. Costing Ability to produce costing based on best-practice, political imperatives and standardise processes.</p>	<ul style="list-style-type: none"> Prepares and presents standard cost reports; and Analyses usage and price variances. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands costing concepts and advise on the management of costs; Interprets cost data, including the use of overhead rates; and Understand 'activity-based costing' or similar costing models and the use of cost drivers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Promotes the importance of knowledge sharing within own area; Uses marginal costing in formulating pricing policies; and Advise on cost classification, behaviour and allocation methods. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Establishes procedures for standard costing systems; Evaluate cost classification, behaviour and allocation methods; and Establish marginal costing and develop pricing related policies.

<p>6. Financial Reporting</p> <p>Ability to identify overall objectives of financial reporting, specific information needs of stakeholders & the general information needs of others.</p>	<ul style="list-style-type: none"> Inputs information from source documents into a computer system; Supplies information for a specific purpose; Drafts routine business communications; Generates and prints standard reports from a computer system; and Locates & retrieves recorded details or requested items from a computer system. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Prepares reports and returns for outside agencies; Produces spreadsheets for the analysis of numerical information; and Presents information in graphical, diagrammatic or tabular formats. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Reviews reports and returns for external stakeholders; and Drafts reports to external stakeholders in line with prescribed legislation. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Analyse and interpret reports to external stakeholders in line with prescribed legislation.
<p>7. Financial Process Management</p> <p>Ability to support an effective, economic and efficient finance function through financial processes</p>	<ul style="list-style-type: none"> Apply policies and procedures in financial process management. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages the control of assets according to policies and procedures; and Assists in managing assets according to policies and procedures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Implements finance strategies; Implements financial policies and systems; Manages the control of assets according to policies and procedures; Prepares multi-year revenue and expenditure forecasts; Develops sustainable strategies to address revenue shortfalls; Assists in developing and implementing financial policies and systems; Develops, implements and maintains financial management policies, procedures and processes; Assists in formulating and implementing finance strategies; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Formulates finance strategies; Develops and implements asset and financial policies and systems; Oversees the financial management aspects of the municipality including outsourced service providers; Develops of sustainable strategies to address revenue shortfalls; Supports the accounting officer to oversee financial management aspects of the municipality; Develops financial policies and systems; Prepares of multi-year revenue and expenditure forecasts; and

			<ul style="list-style-type: none"> Implements finance strategies; Implements financial policies and systems; Contributes to multi-year revenue and expenditure forecasts; and Implements multi-year revenue and expenditure forecasts. 	<ul style="list-style-type: none"> Development of sustainable strategies to address revenue shortfalls.
Professional Competencies				
1. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.	<ul style="list-style-type: none"> Explain positions orally within municipality on basic financial matters.); and Ensures professional interaction and communication with clients. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Demonstrates effective oral presentation skills. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and 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.	<ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification; Take minutes at meetings; Produce electronic presentations; Prepare clear and concise documents / working papers as and when needed; and Proof reads documents with close attention to detail. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and

		<ul style="list-style-type: none"> Numerical, alphabetical and written accuracy. 	<ul style="list-style-type: none"> regards to financial processes; and Escalates / clearly communicates to the next level and is actioned and supported with valid reasoning if and when required. 	<ul style="list-style-type: none"> Prepare and / or Review reports to committees, ensuring clear and concise communication to appropriate parties.
<p>3. Organisational Awareness</p> <p>The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.</p>	<ul style="list-style-type: none"> Understands how 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
<p>4. Problem Solving</p> <p>The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.</p>	<ul style="list-style-type: none"> Deals with clearly defined problems that are task specific that have a low impact and low risk; Applies a pragmatic approach to problem solving; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies problems following defined diagnostic processes; Identifies various alternative options and selects most appropriate solutions; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Probes deeply and considers consequences and risks attached to actions and the impact of solutions; and Is intuitive, has an understanding of symptoms

	<ul style="list-style-type: none"> Applies tacit knowledge / experience to determine best possible solutions; and Knows when to refer problem to supervisor for resolution. 	<ul style="list-style-type: none"> Understands potential impact of problems to own working environment; and Can identify problems that are not routine and will refer to supervisor for resolution. 	<ul style="list-style-type: none"> Puts preventative measures in place to ensure that problems do not recur in the future. 	<p>and is able to diagnose potential problems before they occur.</p>
<p>5. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
Public Service Orientation Competencies				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Awareness of to how people and organisations function.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences;

<p>appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises discussions in logical manner; • Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> • Ability to read situations and interest positions and to respond appropriately; • Communicates sensitive or controversial information effectively; • Communicates effectively at senior levels; • Handles sensitive one-on-one discussions effectively; and • Uses language and style to capture the attention of the audience.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Is committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Speaks effectively on service delivery matters to the media.
Personal Competencies				
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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;

		<ul style="list-style-type: none"> Successfully completes projects within time and budget allocations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Sets challenging goals for the Department / unit; and Motivates others to do things better. Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 		
<p>3. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 			
<p>4. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Remains abreast of changes in the industry; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Is networked within the industry; 		
<p>5. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop</p>					

insight and focus on continuous self-improvement.	<ul style="list-style-type: none"> Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor). 	<ul style="list-style-type: none"> action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes. 	<ul style="list-style-type: none"> Promotes best practice. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; 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.	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; 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.	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals' abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • 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. 	<p>successful completion of objectives; and</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance. • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the organisation; • Understands organisational needs and formulates and implements development plans, outlining specific performance measures; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; 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)	<ul style="list-style-type: none"> Learner Firefighter 	<ul style="list-style-type: none"> Firefighter I Firefighter II 	<ul style="list-style-type: none"> Senior Firefighter Platoon Commander 	<ul style="list-style-type: none"> Station Commander Divisional Commander 	<ul style="list-style-type: none"> Assistant Chief Fire Officer Deputy Chief Fire Officer Chief Fire Officer
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Acquiring knowledge of operational execution of duties relating to operational tasks; and Execution of operational tasks under close supervision. 	<p>Firefighter I</p> <ul style="list-style-type: none"> Ensure operational readiness of Vehicles and equipment. <p>Firefighter II</p> <ul style="list-style-type: none"> Execution of operational tasks under the instruction of superiors; and Provides mentoring and guidance to more junior firefighters. 	<p>Senior Firefighter</p> <ul style="list-style-type: none"> Perform operational tasks under limited supervision; Manage resources; and Assists with staff development of staff. <p>Platoon Commander</p> <ul style="list-style-type: none"> Supervise performance of tasks; Perform operational tasks; and Supervisory duties under assigned division e.g. Public Education, Fleet Management, Fire Safety, etc. 	<p>Station Commander</p> <ul style="list-style-type: none"> Perform managerial functions for a specific station / section. <p>Division Commander</p> <ul style="list-style-type: none"> Assumes responsibility: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p style="text-align: center;">EXPERIENCE</p>	<ul style="list-style-type: none"> No experience required. 	<p>Firefighter I</p> <ul style="list-style-type: none"> 1 year operational experience. <p>Firefighter II</p> <ul style="list-style-type: none"> 3 years' operational experience. 	<p>Senior Firefighter</p> <ul style="list-style-type: none"> 4 years operational experience of which 2 years must be at Firefighter 2 level. <p>Platoon Commander</p> <ul style="list-style-type: none"> 6 years operational experience of which 2 years must be at Senior Firefighter level. 	<p>Station Commander</p> <ul style="list-style-type: none"> 7 years operational experience of which 3 years must be at supervisory level (platoon commander). <p>Divisional Commander</p> <ul style="list-style-type: none"> 10 years operational experience of which 5 years must be at supervisory level (Platoon / station commander). 	<p>Assistant Chief Fire Officer</p> <ul style="list-style-type: none"> 8-12 years including relevant managerial experience. <p>Deputy Chief Fire Officer</p> <ul style="list-style-type: none"> 12 years including relevant managerial experience. <p>Chief Fire Officer</p> <ul style="list-style-type: none"> 12 years including relevant managerial experience.
	<p style="text-align: center;">QUALIFICATION</p>	<ul style="list-style-type: none"> Candidate Physical Ability Test (CPAT); Grade 12; Code: B Driver Licence Advantageous; Physically and Mentally fit; Medical Test NFPA 1582; and No criminal record. 	<p>Firefighter I</p> <ul style="list-style-type: none"> 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. <p>Firefighter II</p> <ul style="list-style-type: none"> As per Firefighter I plus; 	<p>Senior Firefighter</p> <ul style="list-style-type: none"> 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. 	<p>Station Commander</p> <ul style="list-style-type: none"> 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 <p>Divisional Commander</p> <ul style="list-style-type: none"> Advances from Station Commander and has a relevant tertiary qualification, preferably a Diploma in Fire Technology.

			Platoon Commander		
		<ul style="list-style-type: none"> Code C Drivers Licence; Firefighter II course; Hazmat Operational / Fire & Rescue; and Relevant Firefighter Certificate. 	<ul style="list-style-type: none"> As per Senior Firefighter plus; Peace Officer Course; Fire Officer I; and Computer literacy: MS Office 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Presents an appropriate image to the public and other municipalities; Supports strategies that aim to build a municipality that reflects the community it serves; Focuses on the customer in all activities; Tries to sort out customers' problems as quickly as possible; 	Demonstrated competence achieved: <ul style="list-style-type: none"> Presents an appropriate image to the public and other municipalities; Supports strategies that aim to build a municipality that reflects the community it serves; Focuses on the customer in all activities; Tries to sort out customers' problems as quickly as possible; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Identifies and takes action to deal with the issues and needs of different groups within the community; Talks to people in the community and tries to understand the social issues that affect the community; Identifies and builds relationships with influential people and groups within the community; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 from 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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<p>2. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to statutes, procedures and precedents, as necessary, before 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the municipality; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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	<p>making decisions; and</p> <ul style="list-style-type: none"> Makes good decisions that take account of all relevant factors. 	<p>risk when making decisions;</p> <ul style="list-style-type: none"> Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusion. 	<p>to controversial decisions.</p>		
<p>3. Negotiation and Influencing</p> <p>Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<ul style="list-style-type: none"> Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Assesses the reaction of key players and adjusts arguments accordingly; Negotiates successful outcomes with stakeholders, gaining their support to achieve municipal objectives; and Understands outside partners' preferred approaches to agreeing solutions. 	<ul style="list-style-type: none"> 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.
<p>4. Resilience</p> <p>Shows resilience, even in difficult circumstances. Prepared to make difficult</p>	<ul style="list-style-type: none"> Deals confidently with members of the public, drawing on own skills and experience; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages conflicting pressures and tensions; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 3; Remains focused and in control of situations; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Manage the resilience of the force through

<p>decisions and has the confidence to see them through.</p>	<ul style="list-style-type: none"> Is comfortable working alone with an appropriate level of supervision and guidance; Puts a positive view on situation and concentrates on what can be achieved; Is aware of personal stress and takes steps to manage it; Accepts criticism and praise; Controls emotions and does not get emotionally involved in disputes; Displays patience when dealing with complainants; Acts in a confident way when challenged; and Says 'no' when necessary. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Makes and carries through decisions, even if they are unpopular; and Stands firmly by a position when it is right to do so. 	<p>access to information on incidents and staff involvement, assessment of incidents and staff actions and overall control of effectiveness of service delivery.</p>
<p>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.</p>	<ul style="list-style-type: none"> Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Deals with issues directly; Clearly communicates needs and instructions; Clearly communicates decisions and the reasons behind them; Communicates face to face wherever possible if appropriate; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Deals with issues effectively even when under extreme pressure from the media.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		
<p>6. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Alert to potential conflicts of interest and follows procedures to deal with conflicts; Understands and follows municipal policies and legislation; Understands resources available in municipality to resolve ethical issues; and Able to identify risks involved in alternative courses of action. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Properly resolves ethical, business and issue conflicts.

Functional Competencies					
<p>1. Fire fighting Ability to fight fires.</p>	<ul style="list-style-type: none"> • Able to acquire the knowledge of firefighting; • Able to take and understand instructions; and • Able to execute tasks under close supervision. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies levels 1 to 4; and • Drives the strategy and firefighting standard operating procedures for the municipality.
<p>2. Rescue Operations Ability to perform rescue and extrication.</p>	<ul style="list-style-type: none"> • Able to acquire the knowledge of rescue operations; • Able to take and understand instructions; and 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1; • Knowledge of rescue techniques; 	<ul style="list-style-type: none"> • Demonstrates all competencies from levels 1 and 2; • Knowledge of the tactical methods and procedures associated with rescue operations 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3; • Knowledge of technical rescue operations; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; and • Drives the strategy and standard operating procedures with regard

	<ul style="list-style-type: none"> • Able to execute tasks under close supervision. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • to resolve a full range of situations or challenges during rescue operations; and • Able to manage an incident. 	<ul style="list-style-type: none"> • Able to manage operations in a multi-agency incident. 	<ul style="list-style-type: none"> • to rescue operations for the municipality.
<p>3. Special Operations (Hazmat, Urban Search and Rescue)</p> <p>Ability to perform special operations.</p>	<ul style="list-style-type: none"> • Ability to acquire the knowledge of special operations; • Ability to take and understand instructions; and • Ability to execute tasks under close supervision. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3; • Knowledge of special operations; and • Able to manage operations in a multi-agency incident. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; and • Drives the strategy and standard operating procedures with regard to special operations for the municipality.
<p>4. Fire Safety and Prevention</p> <p>Ability to identify fire risks and prevention measures (relates to firefighting operational personnel).</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p>5. Safety and Welfare</p> <p>Ability to manage the environmental and workplace hazards within applicable laws, policies and guidelines.</p>	<ul style="list-style-type: none"> Knowledge of the laws, policies and guidelines pertaining to occupational health and safety; and Able to carry out a risk assessment according to standard protocols. 	<ul style="list-style-type: none"> Able to execute fire safety tasks under supervision. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>with fellow senior fire and rescue staff.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Guides and directs the management of environmental hazards within applicable laws, policies and guidelines.
<p>6. Emergency Medical Care</p> <p>Ability to render emergency medical assistance.</p>	<ul style="list-style-type: none"> Ability to acquire the knowledge of emergency medical assistance; Ability to take and understand instructions; and Ability to execute tasks under close supervision. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2.
<p>7. Call Taking and Dispatch</p> <p>Refers to the ability to receive, process and select</p>	<ul style="list-style-type: none"> Ability to acquire the knowledge of emergency dispatch procedures; 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2; Demonstrates technical proficiency and 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3; Ability to practice workload management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

<p>appropriate actions to emergency calls.</p>	<ul style="list-style-type: none"> • Ability to take and understand instructions; and • Ability to execute tasks under close supervision. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>according to Standard Operating Procedures;</p> <ul style="list-style-type: none"> • 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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Public Service Orientation Competencies					
		<ul style="list-style-type: none"> Ability to use map books and GPS. 			
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; and Able to function within teams. 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Effectively manages relationships with various stakeholders internal and external to the municipality.
<p>2. Service Delivery Orientation</p> <p>The ability to understand, address, and manage community needs and expectations.</p>	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Good grasp of service delivery and community socio-economic needs 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Speaks effectively on service delivery matters to the media.

Personal Competencies					
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Focused on ensuring strategy and programme / project outcomes are met.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Manages situations in the environment which might cause setbacks or failures.

<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 	<ul style="list-style-type: none"> 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.
<p>4. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.
<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Create a learning environment; and Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Is networked within the industry.

<p>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'.</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and • Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> • Learns from experience – does not repeat mistake; and • Seeks ongoing support for own limitations (e.g. from coach, mentor, peers and research). • Demonstrates competencies from level 1; • Demonstrates objectivity, thoroughness, and 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from colleagues. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; and • Effectively influences executive management and politicians.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Able to convince, persuade and influence others; and Effectively influences senior management. Demonstrates competencies from level 1 and 2; <ul style="list-style-type: none"> Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Uses influence to achieve objectives. Demonstrates competencies from level 1 to 3; <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Manages team performance, recognises team contributions and reward effective service delivery focused outcomes of teams.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and <ul style="list-style-type: none"> Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; <ul style="list-style-type: none"> Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; <ul style="list-style-type: none"> Translates IDP / municipality goals for the fire and rescue functional area in the municipality.

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers; and • Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1-; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individual's 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; 	<ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance. • 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. 	<ul style="list-style-type: none"> • 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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			<ul style="list-style-type: none">• 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.		
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FORENSIC SPECIALIST COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Assistant Forensic Specialist 	<ul style="list-style-type: none"> Forensic Specialist 	<ul style="list-style-type: none"> Senior Forensic Specialist 	<ul style="list-style-type: none"> Principal Forensic Specialist Assistant Manager: Forensics
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Conducts forensic work according to prescribed norms and standards under the general direction of an experienced Forensic specialist. 	<ul style="list-style-type: none"> Conducts professional forensic work under the general direction of an experienced Senior Forensic specialist. 	<ul style="list-style-type: none"> Lead, conduct, control the Forensic work and supervise Forensic specialist. 	<ul style="list-style-type: none"> Manage, Lead, conduct, control the Forensic work and supervise senior / Forensic specialists.
EXPERIENCE	<ul style="list-style-type: none"> 0 - 2 years' relevant experience. 	<ul style="list-style-type: none"> 2 - 5 years relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years relevant experience required which includes 2 years of supervisory. 	<ul style="list-style-type: none"> 8 years of more relevant experience (which includes 2 years of supervisory) covering all aspects of the forensic function.
QUALIFICATION	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Written Communication The ability to communicate complex forensic information in understandable documents for specific audiences.	<ul style="list-style-type: none"> Prepares considered, high quality draft written communications; and Proofreads documents accurately with close attention to detail. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Prepares clear and concise documents that require few modifications; and Effectively communicates in writing. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Takes management responsibility for reviewing and editing less experienced practitioners' work.
2. Oral Communication The ability to articulate complex forensic / ethics concepts in an understandable, convincing manner.	<ul style="list-style-type: none"> Expresses views, advice and forensic / ethics positions effectively and appropriately on straightforward matters both within and outside municipality. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Effectively and appropriately advocates positions orally within municipality on complex matters. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Effectively and appropriately advocates positions orally on complex and sensitive matters both within municipality and outside; and 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral presentation skills for complex and sensitive topics and issues.

<p>3. Advocacy / Negotiation</p> <p>The ability to develop and present client or Municipality's interests in appropriate forums, presenting and negotiation the best possible outcomes.</p>	<ul style="list-style-type: none"> Understands positions, conclusions and recommendations to supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Displays an understanding of fundamental advocacy and negotiation principles; Applies advocacy and negotiation principles toward achieving client objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Ascertains the goals and objectives of clients; Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position; Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and Displays creativity in reaching solutions that accomplish client objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates a range of advocacy / negotiating skills and strategies; and Applies these skills and strategies to obtain optimal results for clients.
<p>4. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Understands and follows municipal policies, including Code of Ethics and Conduct; and Able to identify fraud risks involved in alternative courses of action. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; and Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.

<p>5. Organisational Awareness</p> <p>The ability to understand the municipality's objectives, and the impact of legal decisions on the public and the functioning of the various directorates.</p>	<ul style="list-style-type: none"> • Understands how the business unit functions; • Basic knowledge about the municipality; • Basic knowledge of the local government environment; • Knowledge of the municipality's priorities and goals; • Operates within of the municipality's policies and procedures; and • Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and is able to communicate the municipality's priorities and goals; • In-depth knowledge of municipality's policies and procedures; • Understands priorities, goals and issues within local government sector; • Understands and applies the regulatory framework applicable to local government within specific functional area; and • Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Recommends a course of action based upon evaluation of relevant facts, issues and risks; and • Advocates for a recommendation and demonstrates how the recommendation will achieve desired objectives. <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Contributes to shaping the departmental specific goals and priorities; • Well-developed knowledge of relevant municipal legislation; and • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Contributes to shaping the 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				
<p>1. Forensic Investigation Able to apply key principles of fraud risk management to the organisation in order to minimise fraud risks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Coordinates and controls fraud risk management forensic activities for the municipality.
<p>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.</p>	<ul style="list-style-type: none"> Identifies relevant issues and facts; Locates authority and / or case law relevant to the issue; and Applies authority to the facts at hand. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and analyses complex fact patterns and legal concepts; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Manages fact-finding and delegates research to other forensic practitioners, giving clear, organised assignments; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Critically evaluates analyses prepared by others;

		<ul style="list-style-type: none"> Identifies additional relevant issues that need to be addressed; Generates practical ideas and solutions to address issues presented; Communicates ideas and solutions to supervisor; Completes tasks efficiently, recognising appropriateness of time and costs. 	<ul style="list-style-type: none"> Organizes and synthesises work, including the work of others, into a complete, considered analysis; Provides practical advice to clients based on analysis; and Prioritises alternative courses of action based on research and analysis. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreed; Awareness of 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	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences;

<p>appropriately to verbal and written communication of other.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises discussions in logical manner; • Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> • 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.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • 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				
<p>1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and</p>	<ul style="list-style-type: none"> • Shows enthusiasm to take part in new projects/assignments; • Is a self-starter; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Willing to take on new challenges; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Inspires others through own actions and attitude to perform; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Creates an action oriented culture that supports the

<p>keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Holds self and others accountable for delivery on projects and goals; and • Sets challenging goals for self and for the team. 	<p>department in achieving its goals;</p> <ul style="list-style-type: none"> • Holds others accountable for their performance and institutes appropriate interventions; • Sets challenging goals for the Department / Unit; and • Motivates others to do things better.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Stays calm and focussed under pressure; and • Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Continues to attempt to improve, despite setbacks or other constraints; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>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'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility;

				<ul style="list-style-type: none"> Effectively influences senior management. 	<ul style="list-style-type: none"> Uses influence to achieve objectives; Projects authority and credibility; and Achieves compromise and alignment on strategic issues by using personal influence.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Builds team spirit across boundaries in departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; Fosters a strong sense of team belonging; Contributes towards positive climate within the team; and Involves and empowers team in setting and achieving goals. 	
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Able to translate Directorate goals into 	

<p>buy-in and commitment to the goals.</p>		<ul style="list-style-type: none"> • Sets out work for others in a well-planned and organised manner. 		<p>objectives for the unit and gains commitment for these goals from his team;</p> <ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focused performance...
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the municipality; • Understands municipality needs and formulates and implements development plans, outlining specific performance measures; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Has strong subject matter knowledge; • Recognises the need for and provides individuals

			<p>handle new or difficult situations.</p>	<p>with guidance on how to handle new or difficult situations:</p> <ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Geomatics Technician • Survey Technician • Photogrammetry Technician • Remote Sensing Technician 	<ul style="list-style-type: none"> • Senior Geomatics Technician • Senior Survey Technician • Senior Photogrammetry Technician • Senior Remote Sensing Technician 	<ul style="list-style-type: none"> • Principal Geomatics Technician • Principal Survey Technician • Principal Photogrammetry Technician • Principal Remote Sensing Technician 	<ul style="list-style-type: none"> • Head Geomatics • Geomatics Manager
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> • 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, dataset map production. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • As level 3; and • Management of a team of senior professionals / technologists.
EXPERIENCE	<ul style="list-style-type: none"> • 1 - 2 years' relevant experience required. 	<ul style="list-style-type: none"> • 2 - 5 years' relevant post qualifying experience required. 	<ul style="list-style-type: none"> • 5 - 8 years' relevant post qualifying experience required. 	<ul style="list-style-type: none"> • 8 years' and more relevant post qualifying experience covering all aspects of the geomatics function.
QUALIFICATION	<ul style="list-style-type: none"> • A relevant technical tertiary qualification preferably a National Diploma in Geomatics; and • Computer literacy: MS Office 	<ul style="list-style-type: none"> • A relevant technical tertiary qualification preferably a national diploma in Geomatics; • Registration with SAGC in a relevant Technician category. (Registration is optional); and 	<ul style="list-style-type: none"> • A relevant technical or professional tertiary qualification preferably a B-Tech or B-Degree in the Geomatics field; 	<ul style="list-style-type: none"> • A relevant professional tertiary qualification preferably a 4 year professional B-Degree in the Geomatics field;

		COMPETENCIES			
COMPETENCY LEVELS		1	2	3	4
		PROFESSIONAL COMPETENCIES			
<p>1. Organisational Awareness</p> <p>The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.</p>	<ul style="list-style-type: none"> Understands how the 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and Understands the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> Registration with SAGC in a relevant Professional category. (Registration required); and Computer literacy: MS Office
	<p>2. Problem Solving</p> <p>Gathers information from a range of sources and analyses data to</p>	<ul style="list-style-type: none"> Identifies sources of information and uses them; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Takes a systematic approach to gathering information; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Advocates innovative thinking in problem solving; and

<p>identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gathers information and ideas from outside to benefit the municipality.
<p>3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.

<p>4. Information Management</p> <p>The gathering and analysis of data, in order to conclude thereon.</p>	<ul style="list-style-type: none"> Obtain / extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate; Check data as it is entered for obvious errors; Formalise and enhancing templates; and Managing the central repository and documents. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns; and Identifies concerns and improvement areas that need to be addressed in terms of monitoring data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof; Document reporting information in required formats and categories in order to assist 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. 	<ul style="list-style-type: none"> 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				
<p>1. Geo-Spatial Data Collection</p> <p>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.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages the processes and standards for Geo-spatial Data collection; Ensures the management of information sourced.

<p>2. Geomatics Systems and Software</p> <p>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.</p>	<ul style="list-style-type: none"> Understand the elements that contribute to data quality and checking criteria. Perform basic data capture in a discipline. 	<ul style="list-style-type: none"> Demonstrate competencies from level 1; and Demonstrate software skills within a discipline with advanced software tools. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Well versed in the operation of computer software packages.
<p>3. Land Surveying</p> <p>This competence covers aspects of both topographic and engineering surveying. It involves the collection, processing, analysis and dissemination of geospatial data.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

<p>4. Measurement of Land and Property</p> <p>Data capture and surveying / measurement of land. Relates to land survey, cadastral survey and measured building survey.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<p>requirements, equipment specifications and suitability;</p>	<p>according to specific time lines.</p>	
<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 			

<p>5. Geo-Spatial Mapping & Modelling</p> <p>The production of digital elevation models, digital terrain models, 3D modelling or any form of geographical output including 3D GIS data capture and output.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Ensure the provision of Geospatial data Services to clients; • Manages the acquisition of Geospatial datasets including aerial imagery, oblique imagery, Lidar data, digital terrain models, 3D building models; and • Specialised Geospatial consulting. 		

<p>6. Remote Sensing</p> <p>Using remotely sensed imagery to perform image analysis to derive data.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Provides advice on Remote Sensing; and Administer various image and data acquisition processes.
<p>7. Photogrammetry</p> <p>Using digital remotely sensed imagery with photogrammetric principles to provide information and analysis regarding the Earth's Surface; making precise 3D measurements and data capture of the landscape or features within.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Provides of reasoned advice on tenders and contracts; Administer the tender and procurement process for image acquisition; and Demonstrated ability in project and contract management.
<p>8. Data Exchange</p> <p>Manipulate, Analyse and visualise data to meet the stated requirement.</p>	<ul style="list-style-type: none"> Understand various spatial data formats and attribute data types; and Understand the basics of projections and Ellipsoids. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Selects a map projection and transform data between projections; Collects and captures metadata for spatial data to 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Able to assess fitness for use of spatial data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ensures compliance with SDI in terms of metadata; and Ensures compliance to corporate spatial standards and workflow.

<p>9. Database Design & Management</p> <p>The ability to implement, design and manage databases.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of computer database management systems; • Develops simple SQL queries; • Aware of the principles of spatial data in databases; and • Creates and use a simple local personal database e.g. file geo database, etc. 	<p>ensure correct use and manipulation of data;</p> <ul style="list-style-type: none"> • Understands spatial data transfer protocols; • Understands concepts and processes of data conversion; and • Performs data generalization, aggregation, conversions and transformations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Designs and develops a database application; and • Performs life-cycle management of spatiotemporal data. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Ensure database management practices are implemented.
<p>10. Professional Conduct</p> <p>The ability to operate as a Geomatics professional within own discipline and within the context of the municipality and other professions, following the code of conduct and ethics standards.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Operates in a professional manner utilising troubleshooting 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; 	<ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none"> Understands the basic principles of Remote Sensing Imagery; and Performs basic image analysis tasks. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates a mature capability of visual image interpretation of the real world; Able to complete OA and analysis and management of defects within imagery; Analyses data acquired by an active sensor; and Understands and applies the process of image mosaicking. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Administers the image acquisition process; and Advises and consults on image product workflows and specifications.
<p>11. Image Analysis</p> <p>The ability to utilise images in processes: image processing, physical principles of remote sensing, spatial statistics, prediction and simulation.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Understands advanced principles of spatial data and data relationships. 	
<p>12. Spatial Awareness</p> <p>The ability to possess and understand visual perception, graphical, cartographic communication (including interpretation, information use and knowledge gain).</p>				

<p>13. Spatial Analysis</p> <p>The ability to perform spatial queries and build cartographic models.</p>	<ul style="list-style-type: none"> Performs basic spatial and hybrid queries under supervision; Understands basic concepts and theory of networks; Demonstrates a basic understanding of spatial modelling in GIS; and Understands basic concepts of cartographic modelling. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Builds automated data queries between data sets; and Processes and / or creates complex cartographic models. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Well versed in performing spatial analysis.
<p>14. Information Technology</p> <p>The ability to use information technology and techniques to build programmes within the GIS environment. Be able to communicate with IT practitioners.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ensures interface with the IT department to support programmes in the GIS environment.
<p>15. Consulting</p> <p>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.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> 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. 	<p>arise during each phase of the consultancy cycle.</p>	<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> 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.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately;

	<ul style="list-style-type: none"> Structures written documents in a logical framework. 	<ul style="list-style-type: none"> Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Structures written documents in a logical framework. Demonstrates competencies from level 1; Engages effectively with general public; and Demonstrates service delivery using appropriate and effective measures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Speaks effectively on service delivery matters to the media via approved channels; and Monitoring service delivery progress.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problem promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

				management, resource allocation, etc.).	
Personal Competencies					
1. Action Orientation The display of high work ethic in setting and achieving challenging goals; meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 	

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Seeks to influence changing events. 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. 	<ul style="list-style-type: none"> 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.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Puts preventative measures in place to ensure that problems do not recur in the future. • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes transparent and accountable municipal administration.
Management / Leadership Competencies				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Builds team spirit and cohesion across function boundaries in the respective departments; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and

<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. Demonstrates competencies from level 1 to 3; Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focused performance.
<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Understands municipality' needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Recognises the need for and provides individuals with

<p>guidance on how to handle situations; and</p> <ul style="list-style-type: none">• Ensure all registered personnel comply with the Continual Professional Development (CPD) requirements.				
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GEOGRAPHICAL INFORMATION SYSTEMS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> GIS Operator / GIS Analyst 	<ul style="list-style-type: none"> Senior GIS Analyst 	<ul style="list-style-type: none"> Principal GIS Analyst 	<ul style="list-style-type: none"> Head of GIS, GIS Manager
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> As per level 3; and Management of a team of senior professionals / technologists.
EXPERIENCE	<ul style="list-style-type: none"> 1 - 2 years' relevant experience required. 	<ul style="list-style-type: none"> 2 - 5 years' relevant post qualifying experience required. 	<ul style="list-style-type: none"> 5 - 8 years' relevant post qualifying experience required. 	<ul style="list-style-type: none"> 8 years' and more relevant post qualifying experience covering all aspects of the GIS function.
QUALIFICATION	<ul style="list-style-type: none"> A relevant technical tertiary qualification in GIS; and Computer literacy: MS Office 	<ul style="list-style-type: none"> A relevant technical tertiary qualification in GIS; Registration with SAGC as GISc Technician or Technologist (Registration optional); and Computer literacy: MS Office 	<ul style="list-style-type: none"> A relevant technical or professional tertiary qualification in GIS; Registration with SAGC as GISc Technologist or Professional (Registration optional); and Computer literacy: MS Office 	<ul style="list-style-type: none"> A relevant professional tertiary qualification in GIS; Registration with SAGC as GISc / Technologist or Professional (Registration required); and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and Understands the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes information toward addressing the municipality's service delivery challenges. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
	PROFESSIONAL COMPETENCIES			

<p>2. Problem Solving</p> <p>Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; 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. 	<ul style="list-style-type: none"> 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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<p>3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
<p>4. Information Management The gathering and analysis of data, in order to conclude thereon.</p>	<ul style="list-style-type: none"> Obtain / extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate; Check data as it is entered for obvious errors; Formalise and enhancing templates; and Managing the central repository and documents. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns; and Identifies concerns and improvement areas that need to be addressed in terms of monitoring data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to 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. 	<ul style="list-style-type: none"> 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				
<p>1. Data Capture Collecting, capturing and exchanging GIS data with / from various formats and sources.</p>	<ul style="list-style-type: none"> Demonstrates knowledge of capture methods for primary spatial data; Develops a basic understanding of Geographic Information System (GIS) data structures for data acquisition; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to assess fitness for use of spatial data; Able to use field data capture devices; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ensures compliance with SDI in terms of metadata; Ensures compliance to corporate spatial standards and workflow; and

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Manages GIS tenders and contracts.
<p>2. Data Exchange Manipulate, Analyse and visualise the data to meet the stated requirement.</p>	<ul style="list-style-type: none"> Understands various spatial data formats and attribute data types; and Understands the basics of projections and Ellipsoids. 	<ul style="list-style-type: none"> 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, conversions and transformations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to assess fitness for use of spatial data; and Edits map projections. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ensures compliance with SDI in terms of metadata; and Ensures compliance to corporate spatial standards and workflow.
<p>3. Database Design & Management The ability to implement, design and manage databases.</p>	<ul style="list-style-type: none"> Demonstrates an understanding of computer database management systems; Develops simple SQL queries; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates an understanding of general database theory; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Designs and develops a database application; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Manages databases design requirements for the GIS function.

<p>4. Professional Conduct</p> <p>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.</p>	<ul style="list-style-type: none"> • Aware of the principles of spatial data in databases; and • Creates simple databases e.g. file geodatabases etc. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Performs life-cycle management of spatiotemporal data. 	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Monitors and manages projects and items in level 1-3; and • Reports to senior municipal managers. 	

<p>5. GIS Systems and Software Ability to utilise GIS systems and software and adapt them to the specific task at hand.</p>	<ul style="list-style-type: none"> • Complete an original, basic GIS project under supervision; and • Applies basic GIS software functions. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates software skills with advanced GIS tools. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Customises a generic GIS to an individual specification; and • Able to operate additional GIS software applications if required, thereby showing flexibility and a thorough understanding of the discipline. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Manages the GIS systems and software capability requirements for the function.
<p>6. Image Analysis The ability to utilise images in processes: image processing, physical principles of remote sensing, spatial statistics, prediction and simulation.</p>	<ul style="list-style-type: none"> • Understands the basic principles of Remote Sensing Imagery; and • Performs basic image analysis tasks. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Administers the image acquisition process; and • Advises and consults on image product workflows and specifications.
<p>7. Spatial Awareness Ability to perform visual perception, graphical, cartographic communication (including interpretation, information use and knowledge gain).</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understand data relationships and how to deal with spatial queries; and • Aware of spatial queries, joins and relationships. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Understands advanced principles of spatial data and data relationships.

<p>8. Spatial Analysis</p> <p>The ability to perform spatial queries and build cartographic models.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Builds automated data queries between data sets; and Processes and / or creates complex cartographic models. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Well versed in performing spatial analysis.
<p>9. Information Technology</p> <p>Ability to use information technology principles and techniques to build programmes within the GIS environment. Be able to communicate with IT practitioners.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Applies the principles of creating a computer program using an object orientated and / or procedural programming language using a scripting tool. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Ensures interface with the IT department to support programmes in the GIS environment.
<p>10. Consulting</p> <p>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.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Has an awareness and respect for forms of reporting; and Has an awareness of the importance of confidentiality when dealing with sensitive information. 	<p>arise during each phase of the consultancy cycle.</p>	<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Encourages and considers inputs of others. 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Ability to read situations and interest positions and to respond appropriately;

		<ul style="list-style-type: none"> Structures written documents in a logical framework. 	<ul style="list-style-type: none"> Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Engages effectively with general public; and Demonstrates service delivery using appropriate and effective measures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Professional in interaction with general public and stakeholders; Understands and articulates community needs in sector plans; Manages community expectations within financial, technical and capacity constraints; and Manages effective service delivery through monitoring tools and procedures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Speaks effectively on service delivery matters to the media via approved channels; and Monitors service delivery progress.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problem promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

Personal			
		management, resource allocation, etc.).	
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Successfully manages the delivery of projects within time and budget.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Recognises when change is necessary, develops a change implementation strategy.

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Seeks to influence changing events. 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. 	<ul style="list-style-type: none"> 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.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Puts preventative measures in place to ensure that problems do not recur in the future. • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes transparent and accountable municipal administration.
Management / Leadership				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives.
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in a team; • Shows consideration towards others; and • Able to work in a multi-disciplinary team. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Builds team spirit and cohesion across function boundaries in the respective departments; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and

<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. Demonstrates competencies from level 1 to 3; Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focused performance.
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers; Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; and Actively renews own personal skills and applies them in a productive way in the work environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Understands municipality needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Recognises the need for and provides individuals with

<p>guidance on how to handle situations; and</p> <ul style="list-style-type: none"> • Ensure all registered personnel comply with the Continual Professional Development (CPD) requirements. 				
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HEALTH PROMOTION COMPETENCY FRAMEWORK

LEVELS	1	2	3
<p>TYPICAL DESIGNATIONS (These are guidelines and therefore not limited.)</p>	<ul style="list-style-type: none"> Health Promotion Officer Health Promoter 	<ul style="list-style-type: none"> Municipal Head: Health Promotion Programme manager Coordinator: Health Promotion Functional Head: Health Promotions 	<ul style="list-style-type: none"> Manager: Health Promotion
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> The legislative framework including: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The legislative framework including: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The legislative framework including: <ul style="list-style-type: none"> 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

	<p>programme) and their application to health promotion action:</p> <ul style="list-style-type: none"> • 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. 	<p>and sustainability of programme) and their application to health promotion action:</p> <ul style="list-style-type: none"> • 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. 	<p>programme) and their application to health promotion action:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 2 years relevant working experience 	<ul style="list-style-type: none"> • 5 years relevant working experience with three (3) years in supervisory position 	<ul style="list-style-type: none"> • 8 years relevant working experience with 3 years in a managerial position
QUALIFICATION	<ul style="list-style-type: none"> • Relevant tertiary qualification preferably a Diploma or Certificate in Public Health. 	<ul style="list-style-type: none"> • Relevant tertiary qualification preferably a Diploma in a Public Health Science. 	<ul style="list-style-type: none"> • Relevant tertiary qualification preferably a Post Graduate Degree or Diploma in Public Health Science or Allied Science.

COMPETENCY LEVELS	1	2	3
PROFESSIONAL / FUNCTIONAL COMPETENCIES			
<p>1. Communication</p> <p>Communicate health promotion actions effectively, using appropriate techniques and technologies for different individuals, groups and communities.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Makes self understood to others, pointing out specific issues or considerations to be taken into account; • 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. 	<ul style="list-style-type: none"> • 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.

<p>2. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; Executes tasks according to plan in order of priority, using some discretion; and Plans tasks on a daily basis according to assessment of schedule of activities. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>3. Use of Technology</p> <p>The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p>	<ul style="list-style-type: none"> Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; Demonstrates basic computer literacy; and Basic knowledge of MS Office. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to use advanced features of MS Office packages; and Able to process data utilising various computer software packages. 	<ul style="list-style-type: none"> 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.
<p>4. Advocacy / Negotiation</p> <p>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.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Builds consensus concerning the organisation's strategic agenda with partners on joint initiatives; and Provides conceptual leadership for the department's advocacy initiatives and promotes strategies within the municipality and to key external stakeholders.

<p>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.</p>	<p>variety of stakeholders to promote a better understanding of Health Promotion and to support advocacy efforts;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Organises Health and wellness Awareness projects in collaboration with other stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Promotes and supports Wellness and Healthy Lifestyle Initiatives, Programmes and Campaigns.
<p>7. Stakeholder collaboration Works in collaboration with other disciplines, sectors and partners to enhance the impact and sustainability of health promotion action.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Promotes and supports positive, collaborative, intersectoral and multisectoral Health and Wellness Initiatives, Programmes and Campaigns.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> mediating between different stakeholders; and Facilitates the development and sustainability of coalitions and networks for health promotion action. 	
<p>8. Project Implementation</p> <p>Implement effective and efficient, culturally sensitive, and ethical health promotion action in partnership with stakeholders.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Promotes and supports positive, collaborative, intersectoral and multisectoral Health and Wellness Initiatives, Programmes and Campaigns.

	<ul style="list-style-type: none"> Monitors the quality of the implementation process in relation to agreed goals and objectives for health promotion action. 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Plans, organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Manages and control the programme deliverables, budgets and resource plans to ensure the execution of projects.
<p>9. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>10. Evaluation and Research</p> <p>Use of appropriate evaluation and research methods, in partnership with stakeholders, to determine the outcomes, impact and effectiveness of health promotion action.</p>			

	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; • Acknowledges contributions of others; • Relates to people at all levels of the organisation; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Committed to excellence; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Provides regular feedback to staff regarding achievement challenges and demands in Health Promotion; and • Monitors and evaluates Health Promotion targets and deliverables.

<p>3. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; Addresses less complicated problems promptly, without being defensive; 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. 	<ul style="list-style-type: none"> 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.). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision.
PERSONAL COMPETENCIES			
<p>1. Action and outcome orientation</p> <p>Display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Creates an action oriented culture that supports the department in achieving its goals; Holds managers accountable for their department's performance and institutes appropriate interventions; Sets challenging goals for the Directorate / Department; and Motivates managers to do things better.

<p>2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards</p>	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission; • Ensures all details of a task are accomplished; and • Checks against standards and regulations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Maintains a project checklist covering all detail which might be overlooked; and • Ensure that all information is available in the preparation of documentation. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Monitors projects and programmes; • Checks against standards and regulations and signs off on documents; and • Accurately reviews documents and edits documents created.
<p>3. Learning orientation Willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Remains abreast of changes in the industry and ensure networking opportunities; and • Promotes best practice. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Is networked within the industry; • Creates and supports a learning environment; • Encourages others to learn and share learning taken from mistakes and experiences; and • Shares own experiences to foster learning (model correct behaviour).
<p>4. Integrity Behaves in an honest, fair, and ethical manner.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

MANAGEMENT / LEADERSHIP COMPETENCIES			
<p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long-term goals and arrives at multiple ways to achieve the goals; Provides leadership on policy relates matters; Involves top level political authority and other stakeholders in the buy-in process; and Initiates projects that lead to the achievement of long-term strategic objectives of the municipality; and Implements a performance management system to measure compliance with service delivery plans.
<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and can influence others effectively.</p>	<ul style="list-style-type: none"> Motivates others to accomplish tasks and missions; Influences others effectively using a number of techniques; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to use a wide range of interpersonal styles and communication methods to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility;

	<ul style="list-style-type: none"> • 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. 	<p>gain agreement or acceptance on proposals;</p> <ul style="list-style-type: none"> • Tactfully confronts and corrects others when necessary; • Demonstrates calm around adversity; and • Is called upon to mediate conflicts and disagreements. 	<ul style="list-style-type: none"> • Presents himself or herself well in different settings – public, media or to staff; • Able to make unpopular decisions if it is in the best interests of the organisation; • Shows a strength of character maintaining performance under duress and pressure; and • Persuades political heads to adopt and implement results / outcomes of project.
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Actively involved in the retention and talent development in the team. • 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. 	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> • Assistant Human Resources Officer • Assistant Human Resources Practitioner • Assistant Human Resources Consultant 	<ul style="list-style-type: none"> • Human Resources Officer • Human Resources Practitioner • Human Resources Consultant 	<ul style="list-style-type: none"> • Senior Human Resources Officer • Senior Human Resources Practitioner • Senior Human Resources Consultant 	<ul style="list-style-type: none"> • Principal Human Resources Officer • Principal Human Resources Practitioner • Principal Human Resources Consultant • Human Resources Business Partner • Human Resources Manager
<p style="text-align: center;">KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> • Applies basic concepts and knowledge to the Human Resources function; • Works in conjunction with a Human Resources Officer / Practitioner / Consultant in facilitating processes, liaison with clients and preparing reports and information within appropriate accountability and competent levels; and • Work is closely monitored and feedback is given while still developing proficiency in the Human Resources discipline. 	<ul style="list-style-type: none"> • Applies a body of theoretical knowledge either broadly or to a specific aspect of the Human Resources function; • Facilitates the implementation of programs, processes and systems. Prepares reports; • Works in conjunction with a Senior Human Resources Professional; • Provides specialist advice to clients; and • Work is monitored and feedback is given while proficiency has been developed 	<ul style="list-style-type: none"> • Performs the full range of Human resources activities within a functional area or more generally within the Human Resources discipline; • Could supervise a number of staff and / or mentor other Human Resources Professionals; • Activities are typically complex, they apply complex analysis to divergent problems with an emphasis on analysis of HR analytics; • Often involved in and could lead projects and provide 	<ul style="list-style-type: none"> • Plays a wide ranging research, problem solving, design and standard setting role and / or more focused research problem solving role; • Participates in, plans and leads projects. Supervises and / or co-ordinates various Human Resources staff; • High level specialist / consultant or project leader within Human Resources; • Manage HR programs and projects; and • Manage resources (staff, assets, budgets).

			and is currently gaining experience.	advice or information of a specialist nature; and	
EXPERIENCE	<ul style="list-style-type: none"> 0 - 2 years relevant experience required. 	<ul style="list-style-type: none"> 2 - 5 years relevant experience required. 	<ul style="list-style-type: none"> Applies an integrated body of knowledge. Could be a specialist or a generalist. 5 - 8 years' relevant experience required. 	<ul style="list-style-type: none"> 8 years or more relevant experience covering a broad range of human resources functions; and At least 3 years supervisory experience. 	
QUALIFICATION	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in Human Resources Management or related field. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in Human Resources Management or related field. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification in Human Resources Management or related field. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Understands how the Human Resources Department functions: Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Guided application of sector policies and legislation in undertaking tasks; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, 	<ul style="list-style-type: none"> 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. 	

<p>2. Consulting</p> <p>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.</p>	<ul style="list-style-type: none"> • Awareness of the issues impacting service delivery. • 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. 	<ul style="list-style-type: none"> • Understands local government policies and legislation; and • In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Contributes HR related information toward addressing the municipality's service delivery challenges. 	
<p>3. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the</p>	<ul style="list-style-type: none"> • Translates project objectives into specific plans; • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Balances political, personal and societal views with municipality needs when communicating differing 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.
	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Balances political, personal and societal views with municipality needs when communicating differing 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.

<p>tasks, functions, results of the work unit.</p>	<ul style="list-style-type: none"> Measures progress and monitors performance and results. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> – win outcomes for all parties; and Projects and forecasts short, medium and long term needs for the municipality.
<p>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.</p>	<ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensure that all details of a project are accomplished; and Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

<p>5. Negotiation</p> <p>The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p>	<ul style="list-style-type: none"> Shows confidence in engaging with internal and external stakeholders; Communicates effectively; Shows consideration when working with 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gathers information on the probability of success and the consequences of failure. 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.
<p>6. Oral Communication</p> <p>The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> Effectively responds verbally to clients; Articulates messages clearly and concisely; and Ensures professional interaction and communication with clients. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriately communicate on complex and sensitive matters within the municipality; and Complete presentations to management and clients.

<p>7. Written Communication</p> <p>Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p>	<ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification; Produce electronic presentations; Prepare clear and concise documents / working papers as and when needed; and Proof reads documents with close attention to detail. 	<ul style="list-style-type: none"> Demonstrates competence to communicate effectively with clients. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and Prepare and / or Review reports to committees, ensuring clear and concise communication to appropriate parties.
FUNCTIONAL COMPETENCIES				
<p>1. Change Management</p> <p>The ability to facilitate changes in technology, human behaviour and processes with minimal cost and disruption to the department, in a manner that enhances and ensures achievement of departmental objectives.</p>	<ul style="list-style-type: none"> Able to understand the change drivers and can clarify issues and provide direction in simple change management process; Provides assistance with the initiation and management of change processes that have a low risk and impact in a localised context (sections, departments); Assists in brainstorming ways of minimising the resistance to change and makes 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Has thorough knowledge of human and municipality behaviours and applies this knowledge in the design and implementation of strategies, frameworks, methods for complex change programmes; Sponsors "change agents" and creates a network of leaders who support and own the change;

<p>2. HR Technology / Information Management</p> <p>The effective utilisation of technological applications and platforms that makes information both accessible and accurate, providing HR and line management with the knowledge and intelligence required for more effective decision making.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Demonstrate a sense of ownership.
<p>2. HR Technology / Information Management</p> <p>The effective utilisation of technological applications and platforms that makes information both accessible and accurate, providing HR and line management with the knowledge and intelligence required for more effective decision making.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Ability to make use of technologies to best advantage; • Analyses client needs and produce reports to meet client requirements; • Analyses and interprets data and produces reports for incorporation into processes; • Tracks trends and provides insight into HR processes; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Identifies and designs shared solutions to leverage technology investments; • Able to consolidate and rapidly extract HR information in real time to deliver effective presentation of HR information to support planning, decision-making and management of the workforce with full knowledge of the people risk; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Enables the effective implementation of change and improvements to the technology solutions to ensure they remain continually aligned with the municipality's objectives; • Monitors trends and developments with regards to information systems and shows an ability to consider implications and

<p>3. HR Service Delivery</p> <p>The adequate provision of HR Services meeting the needs of the organization and its employees which enables delivery of organizational goals and targets.</p>	<p>used to enhance the HR deliverables within the municipality.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Analyzes 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. 	<p>consequences for the municipality;</p> <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	

<p>4. Strategic HR Management</p> <p>The systematic approach to developing and implementing long-term HRM strategies, policies and plans that enable the organization to achieve its objectives.</p>	<ul style="list-style-type: none"> • Not required at this level. 	<ul style="list-style-type: none"> • Not required at this level. 	<p>the link and integration between operational imperatives and HR practice and policy to meet municipality' strategic objectives.</p> <ul style="list-style-type: none"> • 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. 	<p>record-keeping and administration;</p> <ul style="list-style-type: none"> • Measures employee engagement and satisfaction with the delivery of HR services; and • Designs, implements and reviews HR policies.
			<ul style="list-style-type: none"> • Develops and ensures that the HR Strategy is aligned to the municipality's objective; • Execute HR strategies that enhance the value of the human resources within the organization; • 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 	

<p>5. Talent Management</p> <p>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.</p> <p><i>(This competency assumes that an integrated talent management strategy exists in the municipality)</i></p>	<ul style="list-style-type: none"> Displays a basic understanding of talent management and the integration of its various components. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> caused by human factors on the achievement of organizational objectives; and Aligns HR and people management practices within the governance, risk and compliance framework.
<p>6. Workforce Planning</p> <p>The systematic identification and analysis of municipality workforce needs culminating in a workforce plan to ensure sustainable municipality capability in pursuit of the achievement of its strategic and operational objectives.</p>	<ul style="list-style-type: none"> Displays an understanding of Workforce Planning and all components thereof. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Provides input in the compilation of a Workforce Plan; Able to identify the characteristics of desirable potential employees; Advices on career planning processes and programs; and Understands the concepts of scarce and critical skills and their implications for the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Facilitates the development of Workforce Plan in conjunction with line department; Executes a Workforce plan in accordance with sound project management principles; Develop career planning processes and programmes; Implements enabling interventions to achieve workforce plan; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Implement measures to retain top talent; Helps set the strategic direction of the organization; Forecasts future talent needs taking into account the direction of the organization, sector and industry, along with general business and demographic factors;

<p>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.</p>	<ul style="list-style-type: none"> Provides employees with access to information on learning and development opportunities; Analyses training needs and provides a consultative service to line; Understands the need for basic literacy training and encourages Adult Education Training where required; and Provide training administration and logistic service. 	<p>effective functioning of the sections.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Aligns the workforce plan with employment value proposition and branding; and Assesses the workforce strategy and planning on achieving organizational objectives.
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Analyses employee development needs and consults with line to formulate appropriate interventions; Ensures that training and development initiatives are aligned to personal development plans where applicable; Shows initiative in sourcing of potential professional service providers in line with the regulatory framework; and Monitors the efficiency and effectiveness of training and development programmes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Ensures the design and provision of learning and development interventions are appropriate and integrated; Advices 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 plus; Positions learning and development as a catalyst for continuous improvement, change and innovation; Champions a continuous learning culture in the municipality; Evaluates the impact of learning and development at organizational level; Conducts and analyses market research on training and development trends in the relevant employment sectors; and Is fully conversant with Strategic HR Priorities. 	

<p>8. Occupational Health and Safety</p> <p>The ability to assess the needs of the employees and linking that to the municipality's policies on health and safety.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Confidently engages and advises line management on ill health and medical and incapacity cases; Able to assess the health risks per job category; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Aligns the municipality's policies with the National Occupational Health and Safety Framework; Able to identify and analyse challenges with the implementation of Health and Safety and address these challenges appropriately; and Able to advise on preventative measures and programmes and on transgressions in terms of occupational safety processes.
<p>9. Compensation and Benefits Management</p> <p>The ability to conduct job evaluation using prescribed methods and systems, in order to establish the essential value of jobs in accordance with the procedure that takes into account the degree of complexity of the content of the job and requirements. Links job evaluation with remuneration and the effective management of benefits and reward through policy, practice and processes.</p>	<ul style="list-style-type: none"> Displays the ability to analyse roles to ensure that job descriptions and job evaluation accurately reflects task and responsibilities; Shows strong analytical reasoning; Understands profiling and grading systems / tools for entry level posts; Implements remuneration and benefits policies fairly and objectively; Displays integrity and confidentiality in dealing with sensitive information; and Displays an awareness of the reward system, policy and / or procedure. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows strong analytical reasoning; Understands and is able to apply profiling and grading systems / tools for entry level posts; Assess and analyses posts for middle management to ensure that job descriptions and job evaluation accurately reflects task and responsibilities; Has a thorough knowledge of profiling and grading systems / tools for entry level posts; Appraises remuneration and benefits applications to 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Monitors and evaluates efficiency and effectiveness of job evaluation / compensation / benefits / rewards processes; Able to assess the effectiveness of the organizational structure and identifies opportunities for improvement; and Integrates reward with other HR practices. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to identify and analyse bottlenecks with existing policy implementation and make recommendation on amendments to bring about improvement; Ensures that the municipality's policies (reward / remuneration) is aligned with appropriate legislative, governance and other directive requirements; Aligns and integrates reward, recognition and remuneration with other HR practices for optimal impact; and

		<ul style="list-style-type: none"> ensure compliance with policies; and Displays an understanding of the reward system, policy and / or procedure. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Facilitates the implementation of an appropriate performance management system; Ensures that the performance management system is integrated with other HR policies and practices; Evaluates the effectiveness of the performance management system; and Ensures that all staff are aware of the performance management system and process. 	<ul style="list-style-type: none"> Benchmarks and reviews reward / remuneration policies, processes and practices at regular intervals to ensure relevance and impact. 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.
<p>10. Performance Management</p> <p>Performance Management is a planned process of directing, supporting, aligning and improving individual and team performance in enabling the sustained achievement of municipality objectives.</p>	<ul style="list-style-type: none"> Displays a basic understanding of the principles of performance management. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Displays thorough knowledge of the municipality's performance management system; and Able to advise employees on performance management system, policy and procedures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Facilitates the implementation of an appropriate performance management system; Ensures that the performance management system is integrated with other HR policies and practices; Evaluates the effectiveness of the performance management system; and Ensures that all staff are aware of the performance management system and process. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Evaluates the organizational need and set objectives and boundaries for wellness programmes paying particular attention to high risk groups; Formulates employee wellness strategy, policies and procedures; fair to all employees, to promote and manage wellness programmes and risks; and
<p>11. Employee Wellness</p> <p>Ensuring that a safe and healthy work environment is created and maintained, together with individual wellness commitment that enables employees to perform optimally.</p>	<ul style="list-style-type: none"> Provides support to peer educators; and Displays an understanding of basic Wellness programmes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Promotes awareness of the municipality's wellness policy. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Analyses and identifies risks and trends relating to Employee Wellness and the possible affects it may have on the municipality; and Aligns the municipality's policies with the National Health and Wellness programmes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Evaluates the organizational need and set objectives and boundaries for wellness programmes paying particular attention to high risk groups; Formulates employee wellness strategy, policies and procedures; fair to all employees, to promote and manage wellness programmes and risks; and

<p>12. Industrial and Labour Relations</p> <p>The management of individual and collective relationships in a municipality through the implementation of good practices that enable the achievement of municipality' objectives compliant with the legislative framework.</p>	<ul style="list-style-type: none"> • Understands the disciplinary and grievance procedures; • Accurately captures details of meetings and proceedings for formal record; • Displays the ability to focus on the conflict at hand; and • Shows high levels of integrity and confidentiality in dealing with sensitive information. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Analyses and investigates labour relations issues impartially and thoroughly; • Takes positive action to resolve conflict in a way that addresses the issue, dissipates the conflict and maintains the relationship; • Is aware of staff issues and prepares background research on issues in preparation for negotiation; • Facilitates labour consultation on appropriate matters; • Handles confidential records appropriately and does not share confidential information; and • Utilises terminology and format expected of a legally binding document. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands the organization and the political dynamics; • Engages in problem solving by offering alternative positions and evaluating them openly and fairly; • Effectively mediates disagreements between others within the organization and diffuses disagreements that are impacting performance; • Monitors work environment for potential conflicts and acts proactively to prevent them from growing; • Bargains towards mutually accepted solutions; • Has an in-depth knowledge of the collective agreements and case laws and is able to apply that knowledge within the municipality; and • Implements effective means for monitoring and evaluating the relationship between employer and labour. 	<ul style="list-style-type: none"> • Reviews the effectiveness of wellness programmes and interventions in support of operational objectives. • 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					
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Engage with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; and • Negotiates skilfully in tough situations with both internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Ability to be both direct and forthright as well as diplomatic and tactful; • Demonstrates the patience to hear people out and accurately restate their opinions; even when not in agreement; and • Awareness of how people and municipality's function. 	
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; and • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints • Organises discussions in logical manner; and • Responds to questions accurately and completely. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Develops communications geared for various audiences; • Ability to read situations and interest positions and to respond appropriately; • Communicates sensitive or controversial information effectively; • Communicates effectively at senior levels; • Handles sensitive one-on-one discussions effectively; and • Uses appropriate language and style to capture the attention of the audience. 	
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal</p>	<ul style="list-style-type: none"> • Commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Establishes a collaborative relationship with the community within the HR functionality; and 	

<p>processes in order to achieve municipal goals.</p>			<ul style="list-style-type: none"> • Responds to community expectations within financial, technical and capacity constraints within the HR functionality. 	<ul style="list-style-type: none"> • Speaks effectively on service delivery matters as required.
Personal				
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.
<p>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.</p>	<ul style="list-style-type: none"> • Collects information from relevant sources to understand conflict; • Understands conflict resolution methodology and processes; and • Is impartial when resolving conflicts. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • Presents and seeks practical, fair and equitable solutions or positive course of action. • Demonstrates competencies from level 1; • Stays calm and focussed under pressure; and • Shows emotional resilience and handles difficult situations effectively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Networks within the industry; and • Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> • 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.
<p>4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Promotes transparent and accountable administration.
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Promotes transparent and accountable administration. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Promotes transparent and accountable administration. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Promotes transparent and accountable administration.

<p>6. Problem Solving and Analysis</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking. Follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Anticipates organisational problems and strategises to counteract potential impact.
MANAGEMENT / LEADERSHIP COMPETENCIES				
<p>1. Direction Setting</p> <p>The ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> Gives direction to team in meeting objectives and deadlines; and Defines roles and responsibilities for team members and clearly communicates expectations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates teams to produce quality work within deadline; and Inspires professional and ethical behaviour in others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Moves others to action by translating objectives and goals into day-to-day activities; Guides and motivates others to take actions that support the stated goals and objectives; and Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Grasp and articulates municipality's vision and mission and its implications; Maintains a clear focus on the long term goals and considers alternatives; and Is forward thinking and produces innovative ideas.

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional; • Commands respect from peers and subordinates; and • Settles disputes as quickly and as effectively as possible. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Motivates subordinates to accomplish tasks and missions; • Influences others effectively using a number of techniques; and • Has credibility with staff. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; • Tactfully confronts and corrects others when necessary; • Demonstrates calm around adversity; and • Deals effectively with inter-personal conflict. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; • Able to make unpopular decisions if it is in the best interests of the municipality; • Shows a strength of character maintaining performance under duress and pressure; and • Is called upon to mediate conflicts and disagreements.
<p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Communicates tasks and expectations and sets realistic standards; • Anticipates mistakes and freely offers assistance without being overbearing; • Understands subordinates' limitations; and • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; • Encourages self-reliance and allows staff to make and learn from mistakes; and • Empowers others and distributes the workload appropriately. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Sets challenging tasks that stretches individuals abilities and self-confidence; • 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. 	<ul style="list-style-type: none"> • 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.
<p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others; • Able to manage in a team, working effectively as a team member. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Involves and empowers team in setting and achieving goals; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages team approach to problem solving; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Manages team development and offers mentoring.

<p>in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Shares information and collaborates easily with others; and • Creates strong morale / team spirit. 	<ul style="list-style-type: none"> • Participates actively as a member of a team to move the team towards the attainment of goals. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> Assistant IDP Officer 	<ul style="list-style-type: none"> IDP Officer 	<ul style="list-style-type: none"> Senior IDP Officer 	<ul style="list-style-type: none"> Head: Integrated Development Planning
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; Knowledge of Corporate Governance Principles (King Reports I, II and III); Knowledge of Batho Pele Principles; Broad knowledge of integrated development planning; and Knowledge of the Municipal Systems Act and the Municipal Finance Management Act. 	<ul style="list-style-type: none"> Be able to compile annual and quarterly reports; Knowledge of public administration and understanding of local government operations; and 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	<ul style="list-style-type: none"> 1 - 2 years relevant experience required 	<ul style="list-style-type: none"> 3 - 5 years relevant experience required 	<ul style="list-style-type: none"> 5 - 8 years relevant experience required 	<ul style="list-style-type: none"> 8 years' or more relevant experience required. Previous experience of developing business plans within a political environment.
QUALIFICATION	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably in Development studies, Project management, Urban development or Municipal 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably in Development studies, Project management, Urban development or Municipal 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably with courses or specialisation in Public Administration or Performance Management or 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably with courses or specialisation in Public Administration or

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.	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.
	• 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; • 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

		<ul style="list-style-type: none"> • Able to summarise conclusions to analysis to propose certain trends. 	<ul style="list-style-type: none"> • or to anticipate service delivery needs; <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • use and provide data that is relevant and timely; <ul style="list-style-type: none"> • 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.
<p>3. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks/functional results of the work unit.</p>	<ul style="list-style-type: none"> • Translates project plans into specific activities; • Assist to organise, prioritise and schedule tasks so that they can be performed within budget and with efficient use of time and resources; • Draft reports on progress (performance and results); and • Assist with the drafting of contingency plans for potential problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Translates project objectives into specific plans; • Sets short term and longer-term project plans and cascades it to the work team and individual performance objectives; • Organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; • Monitors performance and results; • Conceptualizes options; identifies and allocates resources; and • Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Sets goals and objectives relevant to the function and focuses on the customers' needs; • Develops integrated plans for the work unit and others that interface with the department's budget; • Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results; • Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; • Develops scenarios on projects; and • Assists others to plan and organise their work. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Contributes to planning by compiling and collating information from research, surveys and studies; • Contributes to the development of the municipality's annual work plans; • Organises and plans on a quarterly and annual basis; • Identifies and acts on opportunities to partner with other departments in the Municipality to achieve desired results; • Develops partnership agreements that ensures win – win outcomes for all parties; and • Projects and forecasts short, medium and long term needs for the Municipality.

<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to demonstrate understanding of monitoring and reporting systems and processes; • Able to carry instructions relating to monitoring and reporting; and • Able to extract information on from the reporting and monitoring tool. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Provides guidance in the planning of the IDP process plan; • Monitors and reports on processes related to the development of the IDP; and • Monitors and reports on processes related to the development of the annual report. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Able to lead compliance monitoring processes and direct the monitoring and reporting of progress; and • Understands corporate monitoring and reporting processes.
FUNCTIONAL COMPETENCIES				
<p>1. Project Management Plans, manages, monitors and evaluates specific activities to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • Assist with project initiation and completion; • Plays a crucial role as a sub project manager during the project life cycle; • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Initiates projects project conceptualisation; • Facilitates and initiates project scoping; • Able to execute, monitor and close a project within the set timelines; and • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers). 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Organises the team and develop a work plan; • Establishes broad stakeholder involvement and communicates the project status and key milestones; and • Check quality of work against pre-determined specifications and programme / project goals.

<p>2. Information Management</p> <p>The ability to prepare user friendly, customer orientated and accessible information products and reports of a range of types and formats.</p>	<ul style="list-style-type: none"> • Able to compile and maintain statistical, data and information records; • Able to provide data and information and analyses for Municipality and related reporting; • Able to draft routine reports using 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to provide data, information and trends analyses for Municipality and related reporting; • Able to draft reports using 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 other Departments and other internal groups. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Able to provide data and information, trends analyses and contextual information for Municipality and related reporting; • Able to prepare complex reports using quantitative 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. 	<ul style="list-style-type: none"> • 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				
<p>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.</p>	<ul style="list-style-type: none"> • Understands community needs; and • Interacts well with the public. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Establishes a collaborative relationship with the community; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • 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.
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Relates to people at all levels of the municipality; and • Able to engage with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Acknowledges contributions of others; • Relates to people at all levels of the municipality; and • Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Accurately captures others' expectations; ideas and concerns; • Encourages and considers inputs of others and convinces others of his/her ideas without suppressing their views; • Acknowledges merits in others' arguments and incorporates proposals where merited; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Able to establish rapport and gets on with others; • Communicates effectively; • Acknowledges contributions of others; and • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.

			<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to liaise with all levels within National, Provincial and Local government; Able to read situations and interest positions and to respond appropriately; 	
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Develops well defined communication strategy; Balances political views with municipal needs when communicating differing viewpoints on complex issues; 	
		<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; and Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Adapts communication content and style according to the audience including managing body language effectively; 	
<p>3. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; Adapts communication content and style according to the audience; Delivers messages in a manner that gains 			
<p>4. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>				

	<ul style="list-style-type: none"> Communicates controversial, sensitive messages to stakeholders tacitly; and Communicates high risk sensitive matters to all relevant parties. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Communicates controversial, sensitive messages to stakeholders tacitly; and Communicates high risk sensitive matters to all relevant parties. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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			
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Successfully completes projects with time and budget allocations.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his/her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

		<ul style="list-style-type: none"> • Responds constructively to adverse situations and has calming influence on others; and • Continues to attempt to improve, despite setbacks or other constraints. 		
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Deals effectively with change; • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • Embraces opportunities to learn new things; • Willingly attends courses and programmes; • Transfers knowledge to the workplace; and • Shares information and knowledge with others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Is networked within the industry; • Creates a learning environment; • Coaches and mentor others, sharing knowledge and experiences with others.

<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Promotes a transparent and accountable municipal administration.

MANAGEMENT / LEADERSHIP COMPETENCIES					
<p>1. Strategic Capability and Leadership</p> <p>Contributes to determining and articulating the vision, sets the direction for the municipality and/or unit and inspires others to deliver on the municipal mandate.</p>	<ul style="list-style-type: none"> • Not required at this level 	<ul style="list-style-type: none"> • Applies a body of theoretical knowledge to an aspect within a particular discipline. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Influences others effectively using a number of techniques. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Demonstrates calm around adversity. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Stretches own abilities and self-confidence. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Assesses own personal and professional skills in the work environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Shares knowledge and information with peers and subordinates; • Articulates tasks and sets expectations and sets realistic standards; 	

			<ul style="list-style-type: none"> • Sets challenging tasks that stretches individuals' abilities and self-confidence; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages self-reliance and allows staff to make and learn from mistakes. 	<ul style="list-style-type: none"> • 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.
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others; • Shares information and collaborates easily with others; • Seeks consensus amongst diverse viewpoints to build group commitment; and • Contribute to morale/team spirit by means of a positive attitude. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Uses complex strategies to promote team morale and productivity; • Involves and empowers 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. 	<ul style="list-style-type: none"> • 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.

INTERNAL AUDIT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Assistant Auditor 	<ul style="list-style-type: none"> Auditor 	<ul style="list-style-type: none"> Senior Auditor 	<ul style="list-style-type: none"> Assist Manager / Manager Internal Audit
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Audit work according to prescribed norms and standards under the general direction of an experienced Auditor. 	<ul style="list-style-type: none"> Professional audit work according to norms and standards under the general direction of an experienced Senior Auditor. 	<ul style="list-style-type: none"> Can lead, conduct, and control the audit work according to norms and standards; and Supervise junior auditors. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 years relevant experience required. 	<ul style="list-style-type: none"> 2 - 5 years' relevant experience required. 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience required which includes 2 years of supervisory experience. 	<ul style="list-style-type: none"> 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).

<p>QUALIFICATION</p> <ul style="list-style-type: none"> A relevant 3 year qualification with preference in auditing or internal audit as a major; and Computer literacy: MS Office 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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			
CORE PROFESSIONAL COMPETENCIES				
COMPETENCY LEVELS				
	1	2	3	4
<p>1. Written Communication</p> <p>The ability to communicate complex information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2; Adequately review the draft reports; Prepares documents with as per the audit methodology / audit standards; Effectively collaborates on larger written projects with colleagues; Reviews the engagement letter; and Finalizes the draft audit report with reflection of management comments and auditor's response. 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3; Reviews and approves the draft audit report ensuring clear and concise communication to appropriate parties; Reports on significant findings in respect of risk, control and corporate governance issues; and Reviews as to whether the draft audit reports are aligned to the audit methodology / standards before submission to the Manager IA / Senior Audit Manager.

<p>2. Oral Communication</p> <p>The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> • Explains positions orally within municipality on basic audit matters); and • Ensures professional interaction and communication with the clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Effectively and appropriately advocates positions orally within municipality on audit as per the audit standards; • Provides guidance to the audit team on goals and objectives of the audit; and • Demonstrates competence to communicate effectively with clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Demonstrates effective oral presentation skills. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates effective oral presentation skills for complex and sensitive topics and issues; • Effectively and appropriate communicate advocate audit outcomes orally on complex and sensitive matters within the municipality. According to the audit methodology and IA Charter); and • Completes presentations to Audit management, Management and Audit Clients.
<p>3. Research and Analysis</p> <p>Ability to break an audit problem into component parts, identify key issues, locate authority in the form of statute / policy and compile audit reports to support a position.</p>	<ul style="list-style-type: none"> • Identifies relevant issues and facts; • Collate data according to the audit trends; and • Applies authority to scope of work. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and analyses complex fact patterns and concepts; • Identifies additional relevant issues that need to be addressed; • Generates practical ideas in accordance with the Code of practice and solutions to address issues presented; • Communicates ideas and solutions to supervisor; and • Complete tasks efficiently, in accordance with audit methodology. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Manages fact-finding and delegates research to other auditors, giving clear, organised assignments; • Organises and synthesises work, including the work of others; into a complete, considered analysis; • Provides practical advice to clients based on analysis; and • Prioritises alternative courses of action based on research and analysis. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Critically evaluates analysis prepared by others; • Develops advice and solutions based on these analysis; and • Communicates advice and solutions clearly to clients and others as per the IA Charter.

<p>4. Advocacy / Negotiation The ability to develop and present Internal Audit interests in appropriate forums, presenting and negotiating the best possible outcomes.</p>	<ul style="list-style-type: none"> Understanding basic methods of resolving basic queries received from the client and address minor problems that might occur; and Advocates complex positions, conclusions and recommendations to supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Displays an understanding of fundamental advocacy and negotiation principles; Applies advocacy and negotiation principles toward achieving client objectives; and Considers the interest of Internal Audit in persuading team members to focus on the successful completion of an audit. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Ascertains the goals and objectives of clients; Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position; Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and Displays creativity in reaching solutions that accomplish client objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates a range of advocacy / negotiating skills and strategies; and Applies these skills and strategies to obtain optimal results for clients.
<p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives. 	<ul style="list-style-type: none"> Demonstrates and apply competencies from level 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; 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.

<p>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.</p>	<p>rules of conduct as per the Internal Audit Code of Ethics.</p> <ul style="list-style-type: none"> Understands the Internal Audit department functions; Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Aware of the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly audit plans and individual audits with municipal goals and objectives; Knowledge of the municipality's functional directorates and understands 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality's sector specific goals and priorities; Knowledge of the municipality's functional directorates and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
FUNCTIONAL COMPETENCIES				
<p>1. Internal Auditing Ability to evaluate the effectiveness of risk management, governance and internal control processes.</p>	<ul style="list-style-type: none"> Contributes to the conduct of an audit assignment; Obtains background information and documents and scrutinises for consideration in line with audit scope and objectives; Documents the system description using symbols, flowcharts, checklists, etc.; Raises exceptions identified and confirmed during the preliminary; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Appropriate available resources on audit project assignments as per the operational coverage plan; 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;

	<ul style="list-style-type: none"> • Implements coaching notes timely 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. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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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<p>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.</p>	<ul style="list-style-type: none"> Manages basic engagements to the agreed standards; Able to complete engagements within internal audit budget time; Prioritises activities effectively to ensure that tasks are completed within Audit schedules; Executes the audit programme as per the audit methodology / standards; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensures that audit work performed receives positive satisfaction ratings from clients, Audit Committee and General; and Provides accurate and regular feedback to team members and project manager on audit activities of the assigned projects. 	
	<ul style="list-style-type: none"> Manages basic engagements to the agreed standards; Able to complete engagements within internal audit budget time; Prioritises activities effectively to ensure that tasks are completed within Audit schedules; Executes the audit programme as per the audit methodology / standards; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages resources to achieve the engagement objectives; Adheres to project plan for audit engagements; Documents the results of the audit steps properly or reviews the adequacy thereof; Provides / ensures sufficient and reliable evidence to support proposed conclusions; 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 1 and 2; Manages multiple engagements to agreed standards; Manages engagements that are multi-disciplinary; Prioritises multiple resources to meet competing deadlines as per the set standards; Translates objectives into specific plans; 	<ul style="list-style-type: none"> 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.

<p>3. Information Management The gathering and analysis of data and the management thereof</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Able to draw conclusions per the IA methodology. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3;
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<p>utilising various techniques to best explain the results of the audit process.</p>	<ul style="list-style-type: none"> objectives, to ensure relevance of data; Uses the appropriate audit tools to analyse data; and Checks data as it is entered for obvious errors. 	<p>interpreting standardised reports;</p> <ul style="list-style-type: none"> Verifies reports to be correct as per the audit methodology; and Evaluates and reports on findings using spreadsheets and databases. 		<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<ul style="list-style-type: none"> Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others convinces others of his / her ideas without suppressing their views; Acknowledges merits in others arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> 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.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; Responds to questions with accurate and complete answers; Adapts communication content and style according to the audience including 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Develops well defined communication strategy; Understands the audience and is able to use appropriate medium to convey or engage target audiences; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to read situations and to interest positions and to respond appropriately; and Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Communicates with various stakeholders without compromising the integrity of the municipality.

	<p>managing body language effectively;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Displays commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Establishes a collaborative relationship with stakeholders.
<p>4. Customer Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

		deliver excellent customer service.	outcomes (i.e. performance management, resource allocation etc.).	
PERSONAL COMPETENCIES				
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches and effectively manages situations detected in the immediate environment that impact self and others.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Open to new ideas and ways of doing things. 	<ul style="list-style-type: none"> Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change. 	<ul style="list-style-type: none"> 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

<p>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'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Seeks to influence changing events. 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.
<p>5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Persuades political heads to adopt and implement results / outcomes of project; Gains support by capitalizing on understanding of political forces affecting the organization; and Able to make unpopular decisions if it is in the best interests of the organisation.

		interactions within a group to move towards a specific agenda.	<ul style="list-style-type: none"> Is called upon to mediate conflicts and disagreements; and Shows strength of character maintaining performance under duress and pressure - demonstrates calm around adversity. 		
<p>2. Team Orientation</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the City and looks for ways to cooperate and integrate; and Works effectively with people from other organisations / departments and manage in a competitive environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments. Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources. 	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self confidence; Recognises the need for and provides individuals with 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; and Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning. 	

<p>4. Strategic Capability / Leadership or Direction Setting</p> <p>Determines and articulates the vision, sets the direction for the organisation and / or unit and inspires others to deliver on the organisational mandate.</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; and • Defines roles and responsibilities for project team members and clearly communicates expectations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Actively involved in the retention and development of talent within the organisation. 	
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provides a clear sense of purpose and focuses on successful completion of objectives; • Motivates and coaches project teams to achieve highest project results; • Seeks mutual benefit / win-win outcomes for all concerned; • Inspires staff with own behaviour – “walks the talk”; and • Complies with statutory requirements and apply policies consistently. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Provides advice and guidance on policies; • Acts decisively having assessed the risks; • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; and • Monitors policy implementation and puts in place procedures to manage risks. 	

INVESTIGATORS (OMBUDSMAN) COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	<ul style="list-style-type: none"> Assistant Investigator 	<ul style="list-style-type: none"> Investigator 	<ul style="list-style-type: none"> Senior Investigator 	<ul style="list-style-type: none"> Manager: Complaints and Investigations 	<ul style="list-style-type: none"> Senior Manager: Complaints and Investigations Ombudsman
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

		<p>communicate factual findings;</p> <ul style="list-style-type: none"> Operates under limited supervision. 	<ul style="list-style-type: none"> Operates under limited supervision. 	<p>and ability to lead and improve service delivery; and</p> <ul style="list-style-type: none"> Supervises Investigators and administrative staff. 	<p>and managing self as a leader.</p>
EXPERIENCE	<ul style="list-style-type: none"> 1 year relevant experience in a complaints/customer service environment 	<ul style="list-style-type: none"> 2 - 3 years' relevant experience in a municipal environment. 	<ul style="list-style-type: none"> 5 - 8 years' experience in a municipal environment 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Grade 12 	<ul style="list-style-type: none"> A relevant tertiary qualification preferably a national diploma / diploma in Law or Public Management. 	<ul style="list-style-type: none"> A relevant tertiary qualification preferably BA Law or a relevant Degree. 	<ul style="list-style-type: none"> A relevant tertiary qualification preferably an LLB or relevant post graduate qualification. 	<ul style="list-style-type: none"> A relevant tertiary qualification preferably a B-Degree plus a Post Graduate qualification in law (LLB); Admission as an attorney or advocate to the bar is an advantage; and Proven track record of providing accurate and effective legal counsel.

COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
CORE PROFESSIONAL COMPETENCIES					
1. Written Communication The ability to communicate in writing as appropriate to specific audiences	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effectively responds verbally to clients; Articulates messages clearly and concisely; and Ensures professional interaction and communication with clients. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions to avoid misunderstandings. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Is understood by others, pointing out specific issues or considerations to be considered. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.

<p>3. Business Processes Ability to engage with systems or component processes and make continuous improvements</p>	<ul style="list-style-type: none"> Follows laid-down procedures diligently; and Identifies elements in a process that may create bottlenecks and blockages and informs supervisor. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Identifies new and alternative approaches to performing business activities. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demands respect from peers and superiors; and Confidently interacts with various clients / stakeholders daily. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Ascertain 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. 	<ul style="list-style-type: none"> 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.

<p>5. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Follows laid down procedures as prescribed in policy / standard operating procedures; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>6. Organisational Awareness</p> <p>The ability to understand the Municipality's objectives, and the</p>	<ul style="list-style-type: none"> Understands how a business unit functions; Basic knowledge about the municipality; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands how a business unit functions; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Understands and can communicate the 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Contributes to shaping the departmental specific goals and priorities; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Contributes to shaping the Department / Directorate /

<p>impact of decisions on the community and the functioning of the department.</p>	<ul style="list-style-type: none"> • Basic knowledge of the local government environment. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Well-developed knowledge of relevant municipal legislation; and • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • 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.
<p>7. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.</p>	<ul style="list-style-type: none"> • Identifies simple problems within a set process; • Alerts supervisor of problems within a set process; and • Solves problems of a basic nature. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; • Identifies problems in processes; and • Refers problems to supervisor for resolution but offers alternatives or recommendations. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Follows up on resolution. 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. 	<ul style="list-style-type: none"> Ensures implementation and buy-in to the solution. 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.
<p>8. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Gathers data for processing and analysing; Able to conduct basic analysis by following the relevant standards and procedures to do so. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Enters data into specific applications, computerised or manual according to set procedures; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; and Able to conduct basic analysis of data. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Able to analyse data using the applicable computerised software. 	<ul style="list-style-type: none"> 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
<p>9. Data Processing & Analysis</p> <p>Ability to process data and bring out about improvements in the way in which it is processed</p>					

		<ul style="list-style-type: none"> Checks data as it is entered for obvious errors. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	to make meaningful decisions.
FUNCTIONAL COMPETENCIES						
<p>10. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Ensures all details of a task are accomplished. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	to make meaningful decisions.
<p>1. Investigation of Complaints</p> <p>The ability to effectively execute investigations in support of complaints received</p>	<ul style="list-style-type: none"> Assist in investigations; and Contributes to the compilation of reports. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Manages strategic planning, directing, organising, coordinating and evaluating of the overall activities of the Office of the Ombudsman's Complaints and Investigations Unit; Develops and implements policies and procedures related 	to make meaningful decisions.

						<ul style="list-style-type: none"> to a wide range of investigations; and Develops methods and techniques used for conducting a wide range of investigations.
<p>2. Monitoring and Evaluation</p> <p>The ability to monitor and evaluate the investigations and actions taken.</p>	<ul style="list-style-type: none"> Collects and documents actions and decisions taken in order for information to be factual. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Performs follow ups on actions taken by management and report deficiencies to the investigator. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; and Conducts investigations based on predefined Service Level Agreements. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Achieves investigation of complaints objectives through quality reviews, investigations and reporting. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develops methods and techniques used for conducting a wide range of investigations. 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.
<p>3. Technical Report Writing</p> <p>The ability to produce accurate and concise technical reports in support of the investigations and findings</p>	<ul style="list-style-type: none"> Gathers and compiles information for investigation reports; and Checks data for errors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Draft investigation reports and effectively communicate factual findings. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; and Able to compile reports in the relevant format and recommendations for the Ombudsman. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Ensures investigation of complaints through quality reviews, investigations and special reporting. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Prepares legal documents, reports and correspondence related to the progress and findings of investigations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Prepares legal documents, reports and correspondence related to the progress and findings of investigations.

PUBLIC SERVICE ORIENTATION COMPETENCIES					
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Communicates effectively with colleagues and clients; • Uses correct spelling, punctuation and grammar; and • Listens carefully to understand. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals</p>	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; and Considers the broader public and stakeholder interest and ensure customer centric approach to service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; and Considers the broader public and stakeholder interest and ensure customer centric approach to service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> 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. 	
	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; and Considers the broader public and stakeholder interest and ensure customer centric approach to service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> 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. 	

<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations within area of work; and • Takes personal responsibility for providing excellent service quality. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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					
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; • Pushes others to ensure delivery on scorecards; and • Drives the process for the completion of projects within time and budget allocations.

<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Shows emotional resilience and handles difficult situations effectively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; • Stays calm and focused 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. 	<ul style="list-style-type: none"> • 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 initiatives and leads the way forward for the team/subordinates. 	<ul style="list-style-type: none"> • 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.
<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others</p>	<ul style="list-style-type: none"> • Deals effectively with change; • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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;

						<ul style="list-style-type: none"> Promotes change in a positive manner; Encourages engagement during times of change; and Seeks to positively influence changing events.
						<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Demonstrates the ability to think innovatively; and Drives practices that support innovation in dealing with problems.
						<ul style="list-style-type: none"> 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.
						<ul style="list-style-type: none"> 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.
						<ul style="list-style-type: none"> 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.
						<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; Remains abreast of changes in the industry; Promotes and communicates changes within the industry;
						<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; Remains abreast of changes in the industry; Promotes best practice; and
						<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and acts to close
						<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; Seeks on-going support for own
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Able to gather and interpret information; and Demonstrates attention to detail. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Demonstrates the ability to think innovatively; and Drives practices that support innovation in dealing with problems. 	<ul style="list-style-type: none"> Promotes change in a positive manner; Encourages engagement during times of change; and Seeks to positively influence changing events.
<p>5. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and</p>	<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; Seeks on-going support for own 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands own strengths and weaknesses and acts to close 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2; Remains abreast of changes in the industry; Promotes and communicates changes within the industry; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Promotes and communicates changes within the industry; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Remains abreast of changes in the industry; and 	<ul style="list-style-type: none"> Promotes change in a positive manner; Encourages engagement during times of change; and Seeks to positively influence changing events.

focus on continuous self-improvement	limitations (e.g. from coach or mentor).	<ul style="list-style-type: none"> • Learns from experience; • Demonstrates the need to establish a network within the industry; and • Seeks opportunity to learn from superiors. 	<ul style="list-style-type: none"> • Initiates networking initiatives. 	<ul style="list-style-type: none"> • Maintains and expands the existing network within the industry; <ul style="list-style-type: none"> • Create learning environments; and • Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Shows confidence in dealing with others; and • Is able to back up arguments with facts. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Makes positive impact and comes across as confident professional; and • Uses logic and reason to persuade and influence others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; • Commands respect from peers and managers; and • Presents powerful arguments using facts at hand. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others; • Is able to function effectively as a team member; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Cooperates and works well with other team members; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; • Builds team spirit and cohesion across functional areas;

<p>with others to achieve a shared goal</p>	<ul style="list-style-type: none"> • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Actively participates in team activities; and • Shows consideration towards others. 		<ul style="list-style-type: none"> • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and • Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals</p>	<ul style="list-style-type: none"> • Displays an interest in the vision and goals of the team; and • Demonstrates an alignment of personal goals to that of the team. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; and • Sets out work in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Good at establishing clear direction; and • Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> • 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.
<p>4. Coaching and Mentoring The ability to assess skills, performance, and</p>	<ul style="list-style-type: none"> • Gathers developmental information in order to properly inform others; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 2; • Shares knowledge and information of a more 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Has strong subject matter knowledge; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; • Actively involved in the retention and

<p>potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Confidently requests clarification on tasks and expectations; and • Offers assistance willingly. 	<ul style="list-style-type: none"> • Shares knowledge and information with peers; and • Demonstrates the ability to identify areas of personal development. 	<p>complex nature with peers and subordinates;</p> <ul style="list-style-type: none"> • Ensures that peers and subordinates understand the information received; and • Able to identify own development needs and suggest interventions to fulfil them. 	<ul style="list-style-type: none"> • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to identify appropriate training interventions; and • Able to understand the underlying causes for non-or poor performance and to provide the appropriate support 	<p>development of talent within the unit;</p> <ul style="list-style-type: none"> • 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
<p>TYPICAL ICT CAREER STREAM (These are a guideline and therefore not limited.)</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Assistant ICT Professional • Assistant Business analyst • Assistant Developer / Programmer • Assistant Software Engineer • Assistant ERP Analyst • Assistant Data Analyst • Change Analyst • Quality Analyst 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> • Applies basic concepts and knowledge to aspects within the IT discipline. Assists the senior IT professionals with various IT related functions. 	<ul style="list-style-type: none"> • Applies a body of specialist IT knowledge to an aspect within the IT discipline and provides specialist advice to clients. 	<ul style="list-style-type: none"> • Performs the full range of activities within the IT discipline or functional area; and • Could supervise a number of staff and/ mentor other professionals. 	<ul style="list-style-type: none"> • As per previous level, plus manages a team of senior professionals; and • Technical expert within the IT discipline or functional area.
<p>EXPERIENCE</p>	<ul style="list-style-type: none"> • 1 – 2 years relevant experience 	<ul style="list-style-type: none"> • 2 - 5 years relevant experience 	<ul style="list-style-type: none"> • 5 - 8 years' relevant experience required of which 2 must be at senior level 	<ul style="list-style-type: none"> • 8 years or more relevant post qualifying experience covering all aspects of the Information and technology function of which 3 should at management level

QUALIFICATION	COMPETENCIES			
	Relevant professional ICT qualification	Relevant professional ICT qualification	Relevant professional ICT qualification	Relevant professional ICT qualification
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.	<ul style="list-style-type: none"> Supports internal and external communications process for business change management programmes and projects. 	<ul style="list-style-type: none"> Demonstrates competencies from 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Designs communications to inform key stakeholders in business change processes; Develops planned timetable of communications for whole life cycle of change programme/project from design to delivery; Works with change managers and business owners to identify options for appropriate messages and suitable delivery mechanisms; Advises on suitability of content and ensures organisation's communications standards are maintained; and Designs and implements feedback processes and ensures that feedback is acted upon. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Understands how the Information System and Technology Department functions; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality's and

<p>service delivery objectives and challenges.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> Aligns annual/quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes HR related information toward addressing the municipality's service delivery challenges. 	<p>local government specific goals and priorities;</p> <ul style="list-style-type: none"> Knowledge of the municipality's functional directorates/ departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
<p>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.</p>	<ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant to projects; Shows confidence in engaging with internal and external stakeholders; Communicates effectively; and Accurately captures details of meetings and proceedings for formal record. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Responds to questions with accurate and complete answers; Understands stakeholder decision making structures and processes and designs 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Adapts communication content and style and body language according to the audience; Delivers messages in a manner that gains support, commitment and 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Balances political, personal and societal views with municipality needs when communicating differing 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

<p>4. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures to achieve the tasks, functions, results of the work unit.</p>	<ul style="list-style-type: none"> • Translates project objectives into specific plans; • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and • Measures progress and monitors performance and results. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, 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. 	<ul style="list-style-type: none"> • Capable of effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties. • 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.
<p>5. Monitoring and Control</p> <p>The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p>	<ul style="list-style-type: none"> • Builds due dates into assignments, tasks and delegations; • Effectively communicates milestones and expected results; • Asks questions to obtain relevant information; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Establishes a system to follow up on projects / tasks/ assignments.

	<ul style="list-style-type: none"> Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and Delivers activities and plans as scheduled. 	<ul style="list-style-type: none"> Notifies errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure. 	
<p>6. Negotiation</p> <p>The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p>	<ul style="list-style-type: none"> Shows confidence in engaging with internal and external stakeholders; Communicates effectively; Shows consideration when working with 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Takes positive action to resolve conflict in a way that addresses the issues; dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.

<p>7. Oral Communication</p> <p>The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> Effectively responds verbally to clients; Articulates messages clearly and concisely; and Ensures professional interaction and communication with clients. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriately communicate on complex and sensitive matters within the municipality; and Complete presentations to management and clients.
<p>8. Written Communication</p> <p>Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p>	<ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification; Produce electronic presentations; Prepares clear and concise documents /working papers as and when needed; and Proof reads documents with close attention to detail. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and Prepares and/or Review reports to committees, ensuring clear and concise communication to appropriate parties.

FUNCTIONAL COMPETENCIES					
1. Information Strategy Ability to develop strategies for the management and storage of electronic content	<ul style="list-style-type: none"> • Able to interpret the information strategy; and • Able to interpret and execute an implementation action plan. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Takes overall responsibility for management of information, as a fundamental business resource, to ensure that the information needs of the organisation are met; and • Able to draft an implementation action plan. 	<ul style="list-style-type: none"> • 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 	
	<ul style="list-style-type: none"> • Provides advice and assistance on basic areas associated with the effective use of information systems and their environment. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Ensures compliance of information systems through information security. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Able to, and capable of, recognising and exploiting business opportunities provided by IT through innovation. 	<ul style="list-style-type: none"> • 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 	

<p>4. Technical Strategy and Planning</p> <p>Demonstrates an ability to develop technical strategy for the organisation and to plan the rollout of appropriate systems.</p>	<ul style="list-style-type: none"> Ensures that information systems take account of relevant architectures, strategies, policies, standards and practices; Ensures that existing and planned systems and IT infrastructure remain compatible; and Provides assistance on all technical aspects of the development or modification of information systems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Able to complete emerging technology monitoring – identification of new and emerging hardware, software and communication technologies, products, methods and techniques; and Assesses the potential value to the organisation of the above. 	<ul style="list-style-type: none"> development of plans to drive and manage that strategy; and Plans and implements organization-wide processes and procedures for the management of operational risk. <ul style="list-style-type: none"> 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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<p>5. Business Change Management Demonstrates sensitivity to change management issues and develops strategies to ensure successful IT implementations.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Defines requirements for improving any aspect of the processes and systems; identifies and quantifies potential business benefits; and • Creates viable specifications and acceptance criteria in preparation for the construction of information and communication systems. 	<ul style="list-style-type: none"> • 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 	<p>voice, text and image in support of the municipality's business strategy; and</p> <ul style="list-style-type: none"> • 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.
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<p>6. Data Conversion</p> <p>Demonstrates technical expertise in structured and unstructured data storage</p>	<ul style="list-style-type: none"> 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, corrections; and Implements and monitors approved data conversion processes, records and reports results. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Designs data conversion that ensures data completeness, accuracy, currency and security during and after conversion; Selects data conversion approach and designs detailed conversion method; Designs output reports for communication to stakeholders; Uses knowledge of business requirements and works with stakeholders to select and/or create test data; Designs and implements test processes, reviews and records results; and Ensures completeness and accuracy of data conversion. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Manages design and conversion of data for use with new storage media, information management systems and operating systems; and Analyses and can explain the effects of data conversion on business processes. 	<p>of deploying and integrating IT capabilities into the business fully compatible with business operations.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Advises business managers on the need for new and/or adjusted processes required post-conversion; Manages testing processes to ensure data completeness, accuracy, currency and security during and after conversion; and Communicates test and final implementation results to stakeholders and obtains business approval for results.
<p>7. Operations</p> <p>The ability to implement differing levels of operational services, plans and strategies to ensure that IT infrastructure and applications are functional.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Manages service levels – the planning, implementation and control of service provision.

	<p>requirements of legislation regarding personal information such as the Electronic Communications and Transactions Act of 2002; and</p> <ul style="list-style-type: none"> Provides application maintenance and ICT support services. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensures the administration of databases – the installation, configuration, upgrade, administration, monitoring and maintenance of physical databases. 	
<p>8. Installation and Integration</p> <p>The capacity to install specific hardware and software solutions in different environments.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Able to ensure testing of hardware and software components affected, resolving malfunctions found and recording the results; and Reports details of hardware and software installed so that configuration management records can be updated. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3
<p>9. User Support</p> <p>The ability to interact with IT users, pre-empt problems and risks and resolve issues as they occur.</p>	<ul style="list-style-type: none"> Able to provide network support – the provision of network maintenance and support services; Investigates and resolves problems and provides information about the systems; and 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Manages service desk and incidents – receipt of problem reports and the coordination of appropriate and timely responses; and Channels requests for help to appropriate functions for 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3

	<ul style="list-style-type: none"> Monitors performance of the network and reports on status. 	<ul style="list-style-type: none"> 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. 	<p>resolution, monitoring progress and keeping users apprised of progress</p>	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively with all people; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Convinces others of own ideas without suppressing their views; Acknowledge merits in others' arguments and incorporate it in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> 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 how people and organisations function.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits documents created by others; Organises discussions in a logical manner; 	<ul style="list-style-type: none"> 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;

	<ul style="list-style-type: none"> Continues to attempt to improve, despite setbacks or other constraints. 			<p>threat and acts as a role model in mobilising team members towards change; and</p> <ul style="list-style-type: none"> Recognises when change is necessary, develops a change implementation strategy.
<p>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'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p>4. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Networks within the industry; and Encourages others to learn and share from mistakes and shares experiences. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Creates a learning environment; Is networked within the industry; and Encourages others to learn and share from mistakes and shares experiences.

MANAGEMENT COMPETENCIES				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to translate Directorate / Department goals into objectives for the unit

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals' abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 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. 	<ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focused performance. 	<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the 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 	<ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focused performance.
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<p>individuals learning style; and</p> <ul style="list-style-type: none">• Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.				
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LEVELS	1	2	3
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)</p> <p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> Laboratory Technical Assistant 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 	<ul style="list-style-type: none"> Senior Laboratory Technical Assistant 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. 	<ul style="list-style-type: none"> Principal Laboratory Technical Assistant 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.

	data retrieval, reporting and projects.		
EXPERIENCE	<ul style="list-style-type: none"> Up to one (1) year environmental or laboratory related experience. 	<ul style="list-style-type: none"> 1 - 3 years environmental or laboratory related experience. 	<ul style="list-style-type: none"> 3 – 5 years laboratory experience.
QUALIFICATION	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Grade 12 (with Mathematics and Science) IEC/ISO 17025 Training; and Be in possession of a Driver's license (Code B). 	<ul style="list-style-type: none"> Grade 12 (with Mathematics and Science) IEC/ISO 17025 Training; and Be in possession of a Driver's license (Code EB).
COMPETENCY LEVELS			
COMPETENCIES			
1			
CORE PROFESSIONAL COMPETENCIES			
1. Written Communication	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Assists with the compiling of technical reports for senior staff. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Reviews progress and shares information; gets feedback on results from those directly involved; 	<ul style="list-style-type: none"> 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;
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.			

	<ul style="list-style-type: none"> Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Research and Development</p> <p>Demonstrate awareness of different techniques and instruments to observe and record relevant scientific data</p>	<ul style="list-style-type: none"> Assists in basic scientific research and development. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Demonstrates an ability to conduct basic research and development. 	<ul style="list-style-type: none"> 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.
<p>5. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering and scientific standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensures that all information is available in the preparation of documentation.

FUNCTIONAL COMPETENCIES			
<p>1. Sampling analyses Ability to differentiate various sampling techniques and ability to conduct basic on site scientific analysis.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Raw Material Inventory The ability to conduct stock control and acquire raw materials.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to report stock levels; and • Able to assist in the procurement of raw materials. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates the ability to manage raw material inventory; and • Able to procure raw materials. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Demonstrates the ability to ensure adequate stock levels by placing orders for Laboratory consumables timely; • 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.
<p>3. Stakeholder Liaison Ability to communicate and liaise with internal and external stakeholders</p>	<ul style="list-style-type: none"> • Demonstrates the ability to communicate verbally and non-verbally to all relevant stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Provides direction and guidance to junior staff when engaging with relevant stakeholders. 	<ul style="list-style-type: none"> • 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			
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<ul style="list-style-type: none"> • Contributes to assignments and reports by providing information gathered by standard methods; and • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Captures complex issues clearly and concisely; • Conveys alternative 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial, technical and capacity constraints.

<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Displays a customer focus; • Is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; and • Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.).
<p>PERSONAL COMPETENCIES</p>			
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Willing to take on new challenges; • Is a self-starter; • Drive to meet deadlines; • Initiates contact with others; and • Motivated and energetic. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows enthusiasm to take on new projects; and • Displays high energy and sets example. 	<ul style="list-style-type: none"> • 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.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Attempts to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows emotional resilience during difficult situations; and • Shows continuous improvement despite setbacks or other constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Stays calm and focused under pressure; • Shows emotional resilience and handles difficult situations effectively;

				<ul style="list-style-type: none"> • Responds constructively to adverse situations and has calming influence on others; and • Plans and initiates new ways forward.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • 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. 	

<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.
<p>MANAGEMENT / LEADERSHIP COMPETENCIES</p>			
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.

<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Demonstrates the ability to establish clear goals and direction.
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Understands requirements for professional development of staff.

LEVELS	1	2	3
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)</p>	<ul style="list-style-type: none"> Laboratory Technician 	<ul style="list-style-type: none"> Senior Laboratory Technician 	<ul style="list-style-type: none"> Principal Laboratory Technician
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> 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/performs off-site inspections and/or conducts field analysis; Assists with implementation of the ISO 17025 Quality Management System; and 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Ensures that Good Laboratory Practices (GLP) are followed and implemented by maintaining good safety and housekeeping practices. 	<ul style="list-style-type: none"> Ensures the implementation of good housekeeping practices and Health and Safety practices. 	
EXPERIENCE	<ul style="list-style-type: none"> Up to 1 year relevant experience 	<ul style="list-style-type: none"> 3- 5 years relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years relevant experience.
QUALIFICATION	<ul style="list-style-type: none"> Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree preferably in Analytical Chemistry, Chemical Science, Environmental or other related Science qualification; Registered with SACNASP; Computer literacy: MS Office; and Be in possession of a Driver's license (Code B). 	<ul style="list-style-type: none"> Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree preferably in Analytical Chemistry, Chemical Science, 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). 	<ul style="list-style-type: none"> 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).
COMPETENCY LEVELS			
	1	2	3
COMPETENCIES			
CORE PROFESSIONAL COMPETENCIES			
1. Written Communication	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Assists with the compiling of technical reports for senior staff. 	<ul style="list-style-type: none"> 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.

<p>2. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list; and Modifies plans in line with instructions from supervisors. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>3. Monitoring and Control</p> <p>The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p>	<ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; Notifies errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.
<p>4. Research and Development</p> <p>Demonstrate awareness of different techniques and instruments to observe and record relevant scientific data.</p>	<ul style="list-style-type: none"> Demonstrates the ability to conduct basic scientific research and development. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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;

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Checks work of subordinates for errors and omissions before submission; • Ensures all details of a task are accomplished; and • Checks against standards and regulations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Maintains a project checklist covering all detail which might be overlooked; and • Ensures that all information is available in the preparation of documentation.
FUNCTIONAL COMPETENCIES			
<p>1. Sampling analyses Ability to differentiate various sampling techniques and ability to conduct basic on site scientific analysis.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

				<p>using specialised instrumentalations; and</p> <ul style="list-style-type: none"> • Able to quality assure, interpret the results and to submit analytical results through the LIMS (Laboratory Information Management System) within the required turnaround times.
<p>2. Raw Material Inventory The ability to conduct stock control of raw material.</p>	<ul style="list-style-type: none"> • Demonstrates ability to report stock on levels; and • Able to assist in the procurement of raw materials. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates the ability to manage raw material inventory; and • Able to procure raw materials. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Stakeholder Liaison Ability to communicate and liaise with internal and external stakeholders.</p>	<ul style="list-style-type: none"> • Demonstrates ability to communicate verbally and non-verbally to all relevant stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Provides direction and guidance to junior staff when engaging with relevant stakeholders. 	<ul style="list-style-type: none"> • 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				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	

<p>2. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<ul style="list-style-type: none"> Contributes to assignments and reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework. 	<ul style="list-style-type: none"> Wins concessions without damaging relationships. 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; 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

PERSONAL COMPETENCIES				outcomes, (i.e. performance management, resource allocation etc.).
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Willing to take on new challenges; • Is a self-starter; • Drive to meet deadlines; • Initiates contact with others; and • Motivated and energetic. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows enthusiasm to take on new projects; and • Displays high energy and sets example. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Attempts to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows emotional resilience during difficult situations; and • Shows continuous improvement despite setbacks or other constraints. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	

<p>4. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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.
<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.
<p>MANAGEMENT / LEADERSHIP COMPETENCIES</p>			
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and can influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and

<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Shares information and collaborates easily with others. • 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. 	<ul style="list-style-type: none"> • Involves and empowers teams in setting and achieving goals. • Demonstrates competencies from levels 1 and 2; and • Demonstrates an ability to establish clear goals and direction.
<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals' abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Understands requirements for professional development of staff.

LANGUAGE PRACTITIONERS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> Assistant Language Practitioner 	<ul style="list-style-type: none"> Language Practitioner 	<ul style="list-style-type: none"> Senior Language Practitioner 	<ul style="list-style-type: none"> Language Services Manager
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> General theoretical knowledge of language practice principles; Research process and techniques; and Sound knowledge of source and target languages. 	<ul style="list-style-type: none"> Level 1 knowledge as well as practical implementation, plus; Technical language expertise; and Computer-assisted translation programs. 	<ul style="list-style-type: none"> Level 2 knowledge plus; and Knowledge of and should be able to apply project management. 	<ul style="list-style-type: none"> Level 3 knowledge, plus; Knowledge of local government policies, legislative systems and processes; Legislation pertaining to language practitioners; and Contract management.
EXPERIENCE	<ul style="list-style-type: none"> No experience required. 	<ul style="list-style-type: none"> 2 – 5 years relevant experience. 	<ul style="list-style-type: none"> 5 – 8 years relevant experience. 	<ul style="list-style-type: none"> 8 years or more relevant experience.
QUALIFICATION	<ul style="list-style-type: none"> Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
<p>1. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; and Communicates effectively with colleagues and immediate managers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Planning and Organising</p> <p>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.</p>	<ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies resource requirements for undertaking specific tasks; Manages resources to achieve the project objectives; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Manages multiple projects; Defines roles and responsibilities for project team members and clearly communicates expectations;

	<p>tasks are completed within schedule; and</p> <ul style="list-style-type: none"> Ensures work is accurate and complete. 	<ul style="list-style-type: none"> Sets high performance standards for self and others; and Follows procedures accurately. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>3. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows</p>	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines when solving problems; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, analytical reasoning and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates the ability to break down complex

<p>long-term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<ul style="list-style-type: none"> • Knows when to refer problems to superior for resolution; and • Shows initiative in suggesting possible solutions to certain problems. 	<p>conceptual understanding;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates an intuitive grasp of issues and is able to link information; • Looks for new ways to solve problems and demonstrates innovative and creative thinking; • Is able to balance detail orientation with 'big picture' thinking; and • Deals effectively with unpredictability and can 'think on his /her feet'. 	<p>problems into manageable parts and identify solutions;</p> <ul style="list-style-type: none"> • 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.
<p>4. Technology Usage The ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in software packages relevant to the role; and • Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the branch. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> • Demonstrates advanced computer literacy and is able to use advanced features of relevant software packages; • Is competent in the use of the relevant technology in the area; and • Embraces new technology and shows a willingness to learn. 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> • 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. 	<p>Demonstrates competencies from levels 1 to 3;</p> <ul style="list-style-type: none"> • 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.

<p>5. Organisational Awareness</p> <p>The ability to drive equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact on public interest / concerns.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Task Management</p> <p>The ability to plan, manage, monitor and evaluate specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • Effectively allocates own time to complete work; • Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Coordinates own and others' schedules to avoid conflicts; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Consistently identifies appropriate resources for a variety of assignments; • Defines roles and responsibilities for 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Knows and relies on the 'experts' in various fields who can address and solve special problems;

	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Checks quality of work against predetermined specifications; • Ensures that established procedures for completing work tasks are followed; • Initiates action to correct quality problems or notifies others of quality issues as appropriate; and • Able to prioritise multiple resources to meet competing deadlines. 	<p>language team members and clearly communicates expectations;</p> <ul style="list-style-type: none"> • Provides guidance and instruction when delegating; and • Monitors and controls activities by maintaining a log of work, production or maintenance. 	<ul style="list-style-type: none"> • Maintains project records (working papers, audit trails); • Ensures that high-priority work is accomplished within required timelines; • Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, and enhancement of the individual's knowledge / skills); and • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.
<p>2. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p>	<ul style="list-style-type: none"> • Understands the principles and theory underpinning the specific profession; • Has the ability to identify task specific problems and analyze all factors that influence the 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; and • Able to make judgement decisions on issues falling outside of the operating rules and procedures. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.

		tasks and within the authority delegated at this level.	signs, plumbing, electrical work, etc.) ensuring the efficient utilisation of people, materials, machines, equipment to achieve the end result within the set parameters.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<ul style="list-style-type: none"> • Relates well to others; • Initiates contact with other people; • Displays consideration towards others; and • Listens effectively and responds appropriately. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Accurately captures others' expectations, ideas and concerns; • Encourages and considers inputs of others; • Convinces others of his / her ideas without suppressing their views; • Acknowledges merits in others' arguments and incorporates proposals where merited; • Negotiates skilfully in tough situations 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.

<p>2. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Is committed to engaging communities in all aspects relating to service delivery; • Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services (poverty alleviation, addressing of service backlogs, economic development, environmental conservation); • Establishes a collaborative relationship with the community, and • Is aware of the civic organisations and is able to engage them in service delivery processes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Ensures all follow-up activities are completed.
<p>3. Customer Orientation and Customer Focus</p> <p>The ability to understand the service needs of a client / customer (internal or external) and actively focus on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Displays a customer focus; • Is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent

		<ul style="list-style-type: none"> Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> Implements client satisfaction feedback to ensure provision of quality service; 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				
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Shows enthusiasm to take on new projects; Is a self-starter; and Meets deadlines. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3. Accountability and Ethical Conduct</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Plans and initiates new ways forward. 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Promotes a transparent and accountable administration.
<p>4. Learning Orientation and Flexibility</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement and to adapt to changing circumstances.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> 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				
<p>1. Leadership</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals; and Is good at establishing clear direction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; 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 	<ul style="list-style-type: none"> 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.

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional; and Is respected by peers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Convinces executive of viewpoints or proposals with assistance of others in authority. 	<p>support the stated goals and objectives;</p> <ul style="list-style-type: none"> Inspires staff with own behaviour – ‘walks the talk’; and Is forward thinking and produces innovative ideas. 	<ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> 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. 	

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Is actively involved in the retention and development of talent within the organisation; • Understands organisational needs and formulates and implements development plans, outlining specific performance measures; and • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style.
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Works effectively with people from other organisations / departments. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Uses complex strategies such as team assignments, cross-training, etc. to promote team morale and productivity; • Remains abreast with other initiatives in the City and looks for ways to

			<p>knowledge of team members;</p> <ul style="list-style-type: none"> • 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. 	<p>cooperate and integrate; and</p> <ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> Assistant Legal Advisor 	<ul style="list-style-type: none"> Legal Advisor 	<ul style="list-style-type: none"> Senior Legal Advisor 	<ul style="list-style-type: none"> Principal Legal Advisor Specialist Advisor
KNOWLEDGE	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 years' experience required. 	<ul style="list-style-type: none"> 2 - 5 years relevant legal experience required. 	<ul style="list-style-type: none"> 5 - 8 years relevant legal experience required. 	<ul style="list-style-type: none"> 8 years of more relevant legal experience required.
QUALIFICATION	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
<p>1. Written Communication / Drafting</p> <p>The ability to communicate complex legal information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> • Able to write legal documents in a clear and concise manner; • Interpret complex legal documents and translate them in to simple comprehensible opinions, directives and communication; • Proof reads documents accurately with close attention to detail; • Provides written advice to the Municipality on various legal aspects affecting the Municipality; and • Able to draft Service Level Agreements, Memorandums of understanding, reports, opinions and <i>et cetera</i>. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Takes supervisory responsibility for reviewing and editing less experienced practitioners' work; and • Mentors and guides legal advisors.
<p>2. Oral Communication</p> <p>The ability to articulate complex legal concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> • Expresses views, advice and legal positions effectively and appropriately on straightforward matters both within and outside municipality. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Effectively and appropriately advocates positions orally within municipality on complex matters. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Demonstrates effective oral presentation skills for complex and sensitive topics and issues.

<p>3. Advocacy / Negotiation</p> <p>The ability to develop and present client or Municipality interests in appropriate forums, presenting and negotiation the best possible outcomes.</p>	<ul style="list-style-type: none"> Advocates positions, conclusions and recommendations to supervisors; and Assists and supports senior legal advisors in presenting and representing municipality in various dispute resolution forums. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Displays an understanding of fundamental advocacy and negotiation principles; Applies advocacy and negotiation principles toward achieving client objectives; and Represents the municipality in various dispute resolution forums. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Ascertains the goals and objectives of clients; Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position; Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and Displays creativity in reaching solutions that accomplish client objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Supervises, monitors and approves legal advisors work in relation to advocacy and negotiation; Demonstrates a range of advocacy / negotiating skills and strategies; Applies these skills and strategies to obtain optimal results for clients; and Advises the municipality on Press Releases through liaison with Public Relations / communications on the contents and legal implications of the contents of the intended press release.
<p>4. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts and issues; and Advocates for a recommendation and is able 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; Prepares and executes effective strategies to achieve desired objectives taking into account relative risks; and Conduct appeal or review Investigations relating to the conduct of officials / Councillors and / or assisting in approved independent investigations and advising the

<p>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.</p>	<ul style="list-style-type: none"> Understands how the business units, sections and directorates function; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues of local government; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery. 	<p>to demonstrate show that recommendation will achieve desired objectives.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's sector specific goals and priorities; Contributes to shaping the municipality's policies and procedures; In-depth knowledge of municipal legislation; and Contributes toward addressing the municipality's service delivery challenges. 	<p>Municipal Manager / Council on steps to be initiated.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Supervises, guide and monitor legal advisors awareness of local government goals and objectives.
<p>FUNCTIONAL COMPETENCIES</p>				
<p>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.</p>	<ul style="list-style-type: none"> Have basic administrative capacity to administer and manage litigation by receiving, recording and managing internal and external legal correspondence, pleadings, summons and any other court papers served on the institution; Have a basic understanding of the rules of various courts, forums and dispute resolution forums; and Analyses and manages the resolution of minor legal 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Analyses and manages the resolution of minor to significant legal disputes; Knowledgeable and understands court systems and magistrate court practices; Engages external service providers (legal firms) representing the municipality and assess options on litigation matters; Engages line departments, under supervision of senior 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Analyses and manages significant to major legal disputes; Engages and manages external service providers (legal firms) representing the municipality and guide / influence options for approach on litigation matters; Engages line departments to advise on legal proceedings and establish instruction; Recommends and proceed with a course of action based 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Analyses and manages major legal disputes and sensitive and high profile matters; Coordinates allocation of work to legal practitioners; Reports on litigation matters to appropriate political structure; Engages and instructs external service providers (legal firms); Distinguishes among various options available and select appropriate course of action; and

	disputes as delegated by legal advisor.	<ul style="list-style-type: none"> practitioners, to advise on legal proceedings; and Recommends a course of action based upon evaluation of relevant facts and issues. 	<ul style="list-style-type: none"> upon evaluation of relevant facts, issues and risks effectively also guiding supervising practitioners; Advocates for a recommendation and is able to Demonstrate how that recommendation will achieve desired objectives; Demonstrates knowledge of the court systems and magistrate court practices; and Understands and applies rules of court in presenting evidence and following of litigation procedure. 	<ul style="list-style-type: none"> Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.
<p>2. Research and Analysis</p> <p>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.</p>	<ul style="list-style-type: none"> 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 at hand; and Applies authority to the facts Researches information in support of the formulation of an approach to disputes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Critically evaluates research and analysis prepared by subordinates and external attorneys; Develops reports on advice and solutions provided by subordinates; and Communicates advice and solutions clearly to directorates, units and sections of the Municipality including Council and its committees.

PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments; and to incorporate in proposals where it is warranted; • Negotiates skillfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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.
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Develops communications geared for various audiences; • 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.

<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Understands the key objectives of municipality's service delivery objective; and • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Establishes a collaborative relationship with the community; and • Speaks effectively on service delivery matters as required.
<p>PERSONAL COMPETENCIES</p>				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Successfully drives staff towards meeting objectives.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Continues to attempt to improve, despite setbacks or other constraints. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
<p>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'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Is networked within the industry; Create learning environment; and Encourage others to learn and share from mistakes and shares experiences; and Is networked within the industry.

MANAGEMENT / LEADERSHIP COMPETENCIES					
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Perform their duties with minimal supervision from legal advisors; Take charge of their tasks and manage them effectively; and Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ability 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ability to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Willingness to be coached and mentored; and • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shares knowledge and information with peers and subordinates; • Monitor, guide and supervise subordinates skills, performance of the coaching and mentoring competency; and • Able to identify own development needs and suggest measures to attain them. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to identify appropriate training interventions; and • Able to understand the underlying causes for non or poor performance and to provide the appropriate support. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Actively involved in the retention and development of talent within the municipality; • Leads by example; • 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.)	<ul style="list-style-type: none"> Library Assistant Senior Library Assistant 	<ul style="list-style-type: none"> Assistant Librarian / Librarian 	<ul style="list-style-type: none"> Senior Librarian / Principal Librarian 	<ul style="list-style-type: none"> Chief Librarian 	<ul style="list-style-type: none"> District / Regional Librarian District / Regional Head
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 of understanding of community needs established via surveys and community library

		marketing and conducting research.	<ul style="list-style-type: none"> • Knowledge of managerial principles and practices; 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. 	<ul style="list-style-type: none"> • 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 of 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 0 - 1 year experiential knowledge of public libraries 	<ul style="list-style-type: none"> • 2 – 3 years practical experience in a public library; and 	<ul style="list-style-type: none"> • 3 - 5 years' relevant experience 	<ul style="list-style-type: none"> • 5 - 8 years' relevant experience with supervisory experience 	<ul style="list-style-type: none"> • 8 years of more relevant experience including managerial experience

		<ul style="list-style-type: none"> • Experience as part of the academic program. 			
	<ul style="list-style-type: none"> • Grade 12 • Basic computer literacy; and • Registered member of LIASA. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
QUALIFICATION					
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.	<ul style="list-style-type: none"> • Appears supportive of initiatives and co-operates willingly in execution of tasks and duties. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Displays personal interest in the well-being of colleagues; • Able to use a wide range of interpersonal styles and communication methods to gain 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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

		<p>agreement or acceptance of proposals;</p> <ul style="list-style-type: none"> • Assigns clearly defined tasks to sub ordinates; and • Ensures role clarity and gives direction to the team. 	<p>accordance with performance management principles;</p> <ul style="list-style-type: none"> • Manages conflict through a participatory transparent approach; and • Able to constructively engage with line manager and putting forth own team's view/concerns/proposals. 	<ul style="list-style-type: none"> • 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. 	<p>people in the designated groups;</p> <ul style="list-style-type: none"> • Recruits, develops and retains talented staff and resources to fulfil the strategic mandate; and • Ensures compliance with relevant employee legislation consistently and fairly.
<p>2. Conceptual Thinking</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative in suggesting possible solutions to certain problems; • Knows when to refer problems to a supervisor for resolution; and • Follows up with referral process. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Demonstrates logical, analytical reasoning and conceptual understanding; • Draws on experience and strong general knowledge and shows 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Shows strong conceptual processes and looks for new ways to solve problems; • Shows an ability to ask probing questions and elicit pertinent information from users in order to understand their needs; • Demonstrates an intuitive grasp of issues and is able to link information; • Able to balance detail orientation with 'big picture' thinking; and • Involves the appropriate people to resolve complex, inter-departmental problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from all levels 1 to 4; • Demonstrates objectivity, thoroughness, and 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.

<p>3. Organisational Awareness</p> <p>Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> Has basic knowledge about the municipality and Library Services. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Understands how Library Services functions and the relationship with other pertinent areas within the municipality. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Has knowledge of municipal/provincial legislation relating to Library Services; Is aware of the municipality's priorities and goals; and Contributes toward addressing the municipality's service delivery challenges. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands and internalizes the municipality's priorities and goals; Has in-depth knowledge of the municipality's policies and procedures; Demonstrates an awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Demonstrates knowledge of the municipality's priorities and goals; Operates within the Municipality's policies and procedures; and Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally.
<p>4. Attention to Detail</p> <p>The ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions; Ensures all tasks are completed timeously; and Accurately and carefully follows established processes and procedures (e.g. shelving and mending of library books). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Ensures all details of a task are accomplished; Completes administrative tasks accurately and proofs own work to identify errors or omissions; and Follows through with issues and can be relied upon to meet deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Maintains a checklist covering all detail which might be overlooked; Notifies errors or problems prior to tasks being completed; and Ensures a high quality output and will initiate action to correct quality issues. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Completes reports and other documentation accurately and proofs own work to identify errors or omissions; Sets high standards of work performance for self and others; and Accepts responsibility for outcomes and refocuses/reworks tasks when appropriate. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Establishes criteria and work procedures to achieve a high level of quality and service.
<p>5. Professional / Technical Proficiency</p> <p>Understands and applies a practical and/or theoretical</p>	<ul style="list-style-type: none"> Understands the importance of correctly shelved library materials /filed documents; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Displays an eclectic reading background and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Displays exceptional book knowledge and a

<p>body of knowledge within the Library & Information Services discipline, in order to give effect to the informational, educational and recreational role of the public library service.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>conceptual understanding of the value of reading;</p> <ul style="list-style-type: none"> • Is fully conversant with all aspects and underlying 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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PUBLIC SERVICE ORIENTATION					
					through the availability of a comprehensive range of library material and professional services.
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Is diplomatic and considerate of the needs of the public. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; • Encourages and considers inputs of others; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; and • Follows instructions and asks questions when issues appear unclear. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Attends to messages from others – correctly interprets and responds promptly and appropriately; • Adapts communication content and style according to the audience 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Ensures that all communication (both verbal and written) is clear and unambiguous; • Uses terms, examples and analogies that are understood by all; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Correctly interprets messages and responds appropriately (this includes "reading" verbal and nonverbal questions); • Prepares considered high quality written communication;

<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> including managing body language effectively; and Receptive to suggestions and ideas from others. 	<ul style="list-style-type: none"> Delivers messages in a manner that gains support, commitment and agreement; Is able to adjust communication style and format to suit those he/she interacts with (from senior citizens to toddlers and people within the library structure); Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding; Demonstrates conceptual clarity when communicating in written format; and Responds to questions and queries with accurate and complete answers. 	<ul style="list-style-type: none"> 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. 	
		<ul style="list-style-type: none"> Demonstrates competencies from level 1; Appears professional in interaction with general public and stakeholders; Engages effectively with general public. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Speaks effectively on service delivery matters to the media; Professional in interaction with general public and stakeholders; and Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Understands community needs articulated in discussions, surveys, and supports delivery through appropriate interventions; and Identifies and analyses opportunities where innovative ideas can lead to improved service delivery.

<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Assists with basic queries about the library; and Shows initiative and directs clients to a library professional who can assist with queries. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands the client's issues and seeks information about their current and future requirements; Makes an effort to proactively discuss the clients' information needs and reading experiences; Implements client satisfaction feedback to ensure provision of quality service. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; Ensures that information is provided as quick as possible most of the time; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>PERSONAL COMPETENCIES</p>					
<p>1. Accountability and Ethical conduct</p> <p>The ability to acknowledge and assume responsibility for one's own work in an ethical manner</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Demonstrate an ability to operate independently and take full responsibility for one's own work, and where appropriate to account for leading and initiating processes and implementing systems, ensuring good resource management and

<p>2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>governance practices.</p> <ul style="list-style-type: none"> • Demonstrates all competencies from levels 1 to 4; and • Proactively forecast risks and mitigates accordingly.
<p>3. Management of learning (learning orientation) Ability to acquire knowledge, develop insight, motivate and focus on continuous self-improvement</p>	<p>Demonstrate a capacity to take responsibility for own learning within a supervised environment and a capacity to evaluate own performance against given criteria.</p>	<p>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 process and to promote the learning of others.</p>	<p>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.</p>	<p>Demonstrate an ability to identify, evaluate and address one's own learning needs in a self-directed manner, and to facilitate collaborative learning processes.</p>	<p>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.</p>
<p>PUBLIC SERVICE ORIENTATION</p>					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1; • Relates to people at all levels of the organisation and public; 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 and 2; • Convinces others of his ideas without suppressing their views; 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3; • Able to be both direct and forthright as well as diplomatic and tactful; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4.

<p>within and outside of the municipality.</p>	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Acknowledge merits in others' arguments and incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Sensitive to how people and organisations function. 	
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignments and reports by providing information gathered by standard methods; Demonstrates superior oral and written communication; and Demonstrates superior listening skills. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Communicates effectively at senior levels; and Handles media enquiries effectively.

<p>3. Client orientation and Customer Service</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Supports others to take responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Demonstrate personal commitment to the client service vision through own actions and attitude; and • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
<p>MANAGEMENT / LEADERSHIP COMPETENCIES</p>					
<p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Good at establishing clear direction; and • Sets out work for others in a well-planned and clear manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Provides a clear sense of purpose and focuses on successful completion of objectives; • Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results; • Helps to clarify roles and responsibilities of team members; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Monitors the management of multiple tasks and balances priorities and conflicts between tasks; • Moves others to action by translating objectives and goals into day-to-day activities; • Guides and motivates others to take actions that support the stated goals and objectives; • Recognises and rewards those employees (within his/her discretionary 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Grasp and articulates the big picture and its implications; • Maintains a clear focus on the long term goals and produces more than one way of getting there; • Is forward thinking and produces innovative ideas; and • Initiates and manages change in pursuit of strategic objectives.

			<ul style="list-style-type: none"> • Able to make unpopular decisions, shows strength of character under duress and pressure. 	<ul style="list-style-type: none"> • authority) whose actions support the attainment of goals and objectives; • Defines roles and responsibilities for team members and clearly communicates expectations; • Inspires staff with own behaviour – “walks the talk”. 	
<p>2. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of colleagues and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to identify own development needs; and • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals abilities and self-confidence; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages self-reliance and allows staff to make and learn from mistakes. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Understands municipal needs and formulates and implements development plans, outlining specific performance measures.

<p>3. Impact and Influence (Advocacy Skills) The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Answers basic / directional questions politely and helpfully; and Able to assist with library outreach activities and programmes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Makes a positive impact and comes across as confident and professional; Is respected by colleagues; Influences others effectively using a number of techniques (particularly community members); and Participates in outreach activities and programmes, and assist with promoting the library service. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques (particularly community members); Has credibility with staff, management and stakeholders; Uses an in depth understanding of the interactions within a group to move towards a specific agenda; and Displays active involvement with community municipalities, and the ability to successfully establish and maintain professional relationships and partnerships with educational institutions and business. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates subordinates to accomplish tasks and missions; 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 	<ul style="list-style-type: none"> 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 programmes; 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)	<ul style="list-style-type: none"> Lifeguard 	<ul style="list-style-type: none"> Senior Lifeguard 	<ul style="list-style-type: none"> Lifeguard Supervisor
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No experience required. 	<ul style="list-style-type: none"> Minimum of 2 years' professional Lifeguard experience. 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience of which 2 years supervisory experience.
QUALIFICATION	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

			<ul style="list-style-type: none"> Supervisory Skills Training Course Certificate or equivalent. <p>For Lifeguards at a beach:</p> <ul style="list-style-type: none"> Surf Proficiency Award (SPA) Instructor's Certificate or equivalent; Valid Inflatable Rescue Boat (IRB) Driver's certificate; and Valid Skipper's Licence. 	<ul style="list-style-type: none"> Surf Proficiency Award (SPA) Instructor's Certificate or equivalent; Valid Inflatable Rescue Boat (IRB) Driver's certificate; and Valid Skipper's Licence. 	<ul style="list-style-type: none"> Supervisory Skills Training Course Certificate or equivalent. <p>For Lifeguards at a beach:</p> <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Answers basic questions politely and helpfully. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the organisation; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; 		

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusions. 	<ul style="list-style-type: none"> 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.
<p>3. Negotiation and Influencing</p> <p>Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<ul style="list-style-type: none"> Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved.
<p>4. Resilience</p> <p>Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward.
<p>5. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework;

<p>appropriate to the situation and people being addressed, ensuring a common understanding.</p>		<ul style="list-style-type: none"> • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Captures complex issues clearly and concisely; • Conveys alternative view points; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers.
<p>6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies and evaluates risks involved in alternative courses of action; and • Recommends appropriate course of action to supervising lifeguards. 	<ul style="list-style-type: none"> • 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			
<p>1. By Law Enforcement and Emergency Response Ability to pre-empt or respond to high risk situations.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Plans and co-ordinates lifeguard activities during high risk periods; and • Maintains confidence and self-control under duress.

PUBLIC SERVICE ORIENTATION COMPETENCIES			
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Relates to people at all levels of the municipality; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; • Negotiates skillfully in tough situations with both internal and external stakeholders; • Wins concessions without damaging relationships.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; and • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative view points; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively</p>	<ul style="list-style-type: none"> • Displays a customer focus; • Is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2;

<p>focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.).
PERSONAL COMPETENCIES			
<p>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.</p>	<ul style="list-style-type: none"> • Shows enthusiasm to take on new projects; • Willing to take on new challenges; and • Is a self starter. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Drive to meet deadlines; and • Initiates contact with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Relentlessly pursues project objectives; • Pushes self and motivates others for results; and • Sets challenging goals.
<p>2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Plans and initiates new ways forward.
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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.
<p>4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Deals effectively with ambiguity and uncertainty;

<p>long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>			<ul style="list-style-type: none"> • 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.
<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and 2; • Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and • Learns from experience – does not repeat mistakes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice.
MANAGEMENT / LEADERSHIP COMPETENCIES			
<p>1. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals.
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Good at establishing clear direction; and • Sets out team goals providing clear sense of purpose.
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance and direction on how to handle new or difficult situations; • Able to identify appropriate training interventions for staff; and • Able to understand the underlying causes for poor performance and to provide the appropriate support.

<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; Commands respect from peers and managers; and • Able to engage and convince various stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; 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)	<ul style="list-style-type: none"> Enrolled Nurse Nurse –Enrolled Auxiliary 	<ul style="list-style-type: none"> Professional Nurse Therapist Radiographer 	<ul style="list-style-type: none"> Senior Professional Nurse Clinical Psychologist Clinical Supervisor: Substance Abuse Clinical Nurse Practitioner Senior Therapist 	<ul style="list-style-type: none"> Clinical Medical Officer Senior Medical Officer Medical Doctor
KNOWLEDGE	<ul style="list-style-type: none"> Performs prescribed clinical procedures. 	<ul style="list-style-type: none"> Renders a comprehensive Primary Health Care service. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Applies a wide range of diagnostic and therapeutic clinical management skills; and Manages a large clinic.
EXPERIENCE	<ul style="list-style-type: none"> Entry level / Enrolled with SANC. A post matric qualification with preference a Certificate of enrolment with SANC as an Enrolled Nurse. 	<ul style="list-style-type: none"> 1 - 3 years' relevant experience required. A relevant tertiary qualification required with preference in a Diploma / Degree as General Nurse & Midwife; Registration with the SANC; and Computer literacy: MS Office 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience required. A relevant tertiary qualification with preference in a Diploma / Degree as General Nurse & Midwife; Registration with the SANC; and Computer literacy: MS Office 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience required. A relevant tertiary qualification with preference in a Diploma / Degree as General Nurse & Midwife; Registration with the SANC; MBCHB; and Computer literacy: MS Office
QUALIFICATION				

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
<p>1. Interpersonal and Communication Skills</p> <p>Demonstrates interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and professional associates.</p>	<ul style="list-style-type: none"> Demonstrates effective and appropriate verbal, non-verbal and written communication skills in a variety of professional settings. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Creates and sustains a therapeutic and ethically sound relationship with patients; Uses effective listening skills when communicating with patients; Elicits and provides information using effective nonverbal, explanatory, questioning and writing skills; and Works effectively with others as a member or leader of a health care team. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Demonstrates a commitment to working in collaborative groups in all aspects of health care. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates effective communication and people management skills that can be used in a variety of health care settings.
<p>2. Professionalism</p> <p>Demonstrates a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.</p>	<ul style="list-style-type: none"> Demonstrates sensitivity and responsiveness to patients' culture, age, gender and disabilities. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates respect, compassion and integrity; Responsive to the needs of patients and society that supersedes self-interest; Accountable to patients, society and the profession; and Demonstrates a commitment to excellence and ongoing professional development. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Demonstrates a commitment to ethical principles pertaining to provision or withholding of clinical care; Ensures maintenance of patient confidentiality; and Ensures that informed consent to treatment is obtained. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Promotes respect, compassion and integrity and the responsiveness to the needs of patients and society.

<p>3. Systems-Based Practice</p> <p>Demonstrates an awareness and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.</p>	<ul style="list-style-type: none"> Understands how patient care and other professional practices affect other health care professionals, Health Services and the larger society; and Understands how elements of the system affect their own practice. 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1; and Advocates for quality patient care and assists patients in dealing with system complexities. 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 and 2; and Practices cost-effective health care and resource allocation that does not compromise quality of care. 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 to 3; Knows how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources; 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				
<p>1. Patient Care</p> <p>Provides patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Makes informed decisions about diagnostic and therapeutic interventions based on patient preferences, up-to-date scientific evidence and clinical judgement; Develops and carries out patient management plans; and Counsels and educates patients and their families. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Uses information technology to support patient care decisions and patient education; and Performs competently all medical procedures considered essential for the area of practice. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; 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.
<p>2. Medical Knowledge</p> <p>Demonstrates knowledge about established and evolving biomedical, clinical and cognate (e.g. epidemiological and socio-behavioural) sciences and the</p>	<ul style="list-style-type: none"> Demonstrates an investigative and analytic thinking approach to clinical situations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Knows and applies the basic and clinically supportive sciences which are appropriate to their discipline; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Create appropriate diagnostic and therapeutic management strategies for patient with common issues arising for 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Develop intervention plans based on an understanding of current scientific knowledge as applied to health problems.

<p>application of this knowledge to patient care.</p>		<ul style="list-style-type: none"> • 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. 	<p>both acute and chronic care needs.</p>	
<p>3. Practice-Based Learning and Improvement Investigates and evaluates patient care services; appraise and assimilate scientific evidence and improve patient care practices.</p>	<ul style="list-style-type: none"> • Understands how medical professionals assist patients in dealing with system complexities by advocating for quality patient care. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Locates, appraises and assimilates evidence from scientific studies related to patients' health problems; • Obtains and uses information about population from which patients are drawn; and • Applies knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Facilitates the learning of students and other health care professionals.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Shows confidence in engagement with internal and external stakeholders; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Convinces others of his ideas without suppressing their views; • Acknowledge merits in others arguments; and to incorporate 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Ability to be both direct and forthright as well as diplomatic and tactful; • Demonstrates the patience to hear people out and

		<ul style="list-style-type: none"> • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • in proposals where it is merited; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • accurately restate their opinions, even when not agreement; and • Sensitive to how people and municipality function.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates good oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises discussions in logical manner; • Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Develops communications geared for various audiences; • 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial and technical constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Establishes a collaborative relationship with the community; • Manages community expectations within financial and technical constraints; and • Speaks effectively on service delivery matters to the media.

<p>4. Customer Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Displays a customer focus; Is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; and • Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Pushes self and motivates others for results. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Displays a drive to do things better; and • Successfully completes projects with time and budget allocations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Sets challenging goals; and • Relentlessly pursues project objectives.
<p>2. Resilience</p> <p>The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; • Shows emotional resilience and handles difficult situations effectively; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Stays calm and focussed under pressure; • Shows emotional resilience and handles difficult situations effectively; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Stays calm and focussed under pressure; • Shows emotional resilience and handles difficult situations effectively; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.

	<ul style="list-style-type: none"> Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> Responds constructively to adverse situations and has calming influence on others; <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; <ul style="list-style-type: none"> Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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'.	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; <ul style="list-style-type: none"> Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; <ul style="list-style-type: none"> Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; <ul style="list-style-type: none"> Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; <ul style="list-style-type: none"> Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.

MANAGEMENT / LEADERSHIP COMPETENCIES			
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Seeks ongoing support for own limitations (e.g. from coach or mentor). Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Uses influence to achieve objectives; and Effectively influences senior management.
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Understands requirements for professional development of medical professionals; • Able to develop appropriate training interventions; and • Able to understand the underlying causes for non- or poor performance and to provide the appropriate support. 	<p>successful completion of objectives; and</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focussed performance. • Demonstrates competencies from levels 1 to 3; • Actively involved in the retention and development of talent within the municipality; • Leads by example; • Develops and implements appropriate development programmes for medical professionals; • Actively creates development opportunities by crafting roles to best meet the needs of individuals; 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)	<ul style="list-style-type: none"> Pharmacist Assistant (Basic) 	<ul style="list-style-type: none"> Post-basic Pharmacist Assistant Post-basic Pharmacist Assistant (PHC) 	<ul style="list-style-type: none"> Pharmacist Technician (PT) Pharmacist/Senior 	<ul style="list-style-type: none"> Pharmacy Operational Manager Senior Manager (Pharmaceutical Services)
KNOWLEDGE	<ul style="list-style-type: none"> Performs prescribed pharmaceutical procedures. 	<ul style="list-style-type: none"> General support and assistance to pharmaceutical services 	<ul style="list-style-type: none"> Comprehensive pharmaceutical services 	<ul style="list-style-type: none"> Management of pharmaceutical services
EXPERIENCE	<ul style="list-style-type: none"> 12 months relevant experience 	<ul style="list-style-type: none"> 2 year relevant experience working as a Post Basic Pharmacist Assistant 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience required 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience required
QUALIFICATION	<ul style="list-style-type: none"> Basic Pharmacist Assistant Certificate; and Registration with the South African Pharmacy Council (SAPC) in terms of Act 53 of 1974. 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Pharmacist Technician: 2 year Diploma: Pharmacy Technician; Registration with SAPC as Pharmacy Technician; and Computer literacy: MS Office Pharmacist: <ul style="list-style-type: none"> Bachelor of Pharmacy Degree Registration with SAPC as Pharmacist; and Computer literacy: MS Office 	<ul style="list-style-type: none"> Bachelor of Pharmacy Degree Registration with SAPC as a Responsible Pharmacist; and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Interpersonal and Communication Skills Demonstrates interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and professional associates.	<ul style="list-style-type: none"> Demonstrates effective and appropriate verbal, non-verbal and written communication skills in a variety of professional settings. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Creates and sustains 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Demonstrates a commitment to working in collaborative groups in all aspects of pharmaceutical and health care. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates effective communication and people management skills that can be used in a variety of 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.	<ul style="list-style-type: none"> Demonstrates sensitivity and responsiveness to patients' culture, age, gender and disabilities. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates respect, compassion and integrity; Responsive to the needs of patients and society that supersedes self-interest; Accountable to patients, society and the profession; and Demonstrates a commitment to excellence and ongoing professional development. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Demonstrates a commitment to ethical principles pertaining to provision or withholding of pharmaceutical services and care; Ensures maintenance of patient confidentiality. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Promotes respect, compassion and integrity and the responsiveness to the needs of patients and society.
3. Systems-Based Practice Demonstrates an awareness and responsiveness to the larger context and system of	<ul style="list-style-type: none"> Understands how patient care and other professional practices affect other health care professionals, Health and 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1; and Advocates for quality patient care and assists patients in 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 and 2; and Practices cost-effective pharmaceutical and health 	<ul style="list-style-type: none"> Demonstrates all competencies from levels 1 to 3; Knows how types of pharmaceutical and medical

<p>pharmaceutical and health care and the ability to effectively call on system resources to provide support that is of optimal value.</p>	<p>Pharmaceutical Services and the larger society; and</p> <ul style="list-style-type: none"> Understands how elements of the system affect their own practice. 	<p>dealing with system complexities.</p>	<p>care and resource allocation that does not compromise quality of care.</p>	<p>practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources; and</p> <ul style="list-style-type: none"> 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				
<p>1. Patient Care</p> <p>Provides patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Makes informed decisions about diagnostic and therapeutic interventions based on patient preferences, up-to-date scientific evidence and clinical judgement; Develops and carries out patient management plans; and Counsels and educates patients and their families. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Uses information technology to support patient care decisions and patient education; and Performs competently all procedures considered essential for the area of practice. 	<ul style="list-style-type: none"> 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.
<p>2. Medical Knowledge</p> <p>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.</p>	<ul style="list-style-type: none"> Demonstrates an investigative and analytic thinking approach to clinical / medical situations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Knows and applies the basic and clinically supportive sciences which are appropriate to their discipline; Demonstrates the ability to perform complete and appropriately focused assessment of described ailments and medical needs in 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>3. Pharmaceutical Practice-Based Learning and Improvement</p> <p>Investigates and evaluates patient care services, appraise and assimilate scientific evidence and improve patient care practices.</p>	<ul style="list-style-type: none"> Understands how pharmacists and medical professionals assist patients in dealing with system complexities by advocating for quality patient care. 	<p>a respectful, logical and organised manner;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Locates, appraises and assimilates evidence from scientific studies related to patients' health problems 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Facilitates the learning of students and other pharmacists.
PUBLIC SERVICE ORIENTATION COMPETENCIES					
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the municipality; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; 	

<p>with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Convinces others of his ideas without suppressing their views; • Acknowledge merits in others arguments and to incorporate in proposals where it is merited; • Negotiates skilfully in tough situations with both internal and external stakeholders; • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • Ability to be both direct and forthright as well as diplomatic and tactful; • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and • Sensitive to how people and municipality function.
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates good oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises discussions in logical manner; • Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Develops communications geared for various audiences; • 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.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Establishes a collaborative relationship with the community;

processes in order to achieve municipal goals.		<ul style="list-style-type: none"> Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Understands and articulates community needs in sector plans; and Manages community expectations within financial and technical constraints. 	<ul style="list-style-type: none"> Manages community expectations within financial and technical constraints; and Speaks effectively on service delivery matters to the media.
<p>4. Customer Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Displays a customer focus; is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Pushes self and motivates others for results. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Displays a drive to do things better; and Successfully completes projects with time and budget allocations. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Sets challenging goals; and Relentlessly pursues project objectives.

<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>4. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Uses influence to achieve objectives; and Effectively influences senior management.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.

<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Able to identify own development needs. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Understands requirements for professional development of medical professionals; Able to develop appropriate training interventions; and Able to understand the underlying causes for non- or poor performance and to provide the appropriate support. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Actively involved in the retention and development of talent within the municipality; Leads by example; Develops and implements appropriate development programmes for medical professionals; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly lookout for training opportunities for medical staff.

OPERATIONAL OCCUPATIONS COMPETENCY FRAMEWORK

LEVELS - FOUR DIFFERENT CAREER STREAMS	1	2	3	4
<p>TYPICAL DESIGNATIONS</p> <p>(These are a guideline and therefore not limited to)</p>	<p>Operational Stream e.g.:</p> <ul style="list-style-type: none"> • Worker / Labourer • Senior Worker / Senior Labourer 	<p>Specialised Operational Stream e.g.:</p> <ul style="list-style-type: none"> • Handyman • Senior Handyman 	<p>Operators e.g.:</p> <ul style="list-style-type: none"> • Light Equipment Operators • Small Plant Operators • Mechanical Plant Operators 	<p>Drivers e.g.:</p> <ul style="list-style-type: none"> • Driver Grade 1 • Driver Grade 2 • Driver Grade 3 • Driver – Special Category • Chauffeur
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> 0 - 1 years' experience required. 	<ul style="list-style-type: none"> Handyman – 0-1 years' experience required; and Senior Handyman – 1-2 years' experience required. 	<ul style="list-style-type: none"> Light Equipment – 0-1 year; Small Plant – 0-1 year; and Mechanical Plant – 1-2 years. 	<ul style="list-style-type: none"> Chauffeur - knowledge of protocol and etiquette standards; must have knowledge of processes and actions in providing protection services and duties. 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.
EXPERIENCE	Basic literacy.	Minimum Grade 10.	<p>Light Equipment – Basic Literacy at NOF level 1, Departmental Proficiency Test;</p> <p>Small Plant – Basic Literacy at NOF level 1, Departmental Proficiency Test; and</p> <p>Mechanical Plant – Drivers licence code 14 (EB and EC) to code 8 (B); Departmental proficiency test.</p>	<ul style="list-style-type: none"> 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
QUALIFICATION				

				<ul style="list-style-type: none"> • 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) <p>NOTE: All drivers require proficiency certificate to drive a municipal vehicle.</p>			
COMPETENCIES							
COMPETENCY LEVELS		1	2	3	4		
FUNCTIONAL/PROFESSIONAL COMPETENCIES – Operational and Specialised Operational Streams							
1. Managing Work General labouring activities. Coordinating work with the work schedules of others, i.e. contractors, etc.	Operational Worker <ul style="list-style-type: none"> • Performs routine work; • Takes basic instruction; • Performs digging, sweeping, lifting, packing, cleaning, tea-making, operating levers; and • Performs basic implements. 	Specialised Operational <ul style="list-style-type: none"> • Demonstrates competence in level 1; • Performs manual functions; • Oversees a group of Workers, to ensure Workers comply with basic instructions; and • Performs more complex implements. 	<ul style="list-style-type: none"> • Demonstrates competence in level 1; and • Ensures work areas are safe and reports safety issues. 				

<p>3. Task Accountability The ability to understand and follow basic instructions and be held accountable for task accomplishment.</p>	<ul style="list-style-type: none"> Understand signs; Fill in a timesheet; and Follow a work-roster. 	<ul style="list-style-type: none"> Demonstrates competence in level 1; Read a work-roster; and Lead work according to work roster. 		
<p>4. Quality Orientation Tools and equipment storage and care. Ensures that tools is secured, stored and used according to specifications.</p>	<ul style="list-style-type: none"> Use tools safely; and Stores tools safely. 	<ul style="list-style-type: none"> Demonstrates competence in level 1; Issues tools; Complies with basic instructions; and Oversees workers. 		
<p>5. Oral Communication Interact with co-workers to coordinate work. Interact with supervisors to receive work assignments.</p>	<ul style="list-style-type: none"> Communicates basic instructions to peers; and Receive and understand instructions correctly. 	<ul style="list-style-type: none"> Demonstrates competence in level 1; Communicates more complex instructions to workers; and Receive and understand instructions correctly. 		
FUNCTIONAL/PROFESSIONAL COMPETENCIES – Operators				
<p>1. Operation Monitoring Watching gauges, dials, or other indicators to make sure a machine is working properly. PLANT OPERATORS</p> <ul style="list-style-type: none"> Small Plant, Light Equipment; and Mechanical Plant. 	<p style="text-align: center;">Small Plant</p> <ul style="list-style-type: none"> Small plant: Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating small plant and hand held tools, (e.g. weed-eater, bush-whacker, all lawnmowers, light drills in accordance with laid down instructions. 	<p style="text-align: center;">Light Equipment</p> <ul style="list-style-type: none"> Light equipment: Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating small plant and hand held tools (e.g., a jack hammer, compactors, small tractors, small compressors, generators, cement mixers, pumps, high-pressure hose, chainsaw, bush-chipper in accordance with laid down instructions. 	<p style="text-align: center;">Mechanical Plant</p> <ul style="list-style-type: none"> Mechanical plant: Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating plant (e.g., tractor, hauler or dump-body, compactor land-fill, loader, front-end, fork-lift, aquatic weed harvester, chip spreader, overhead track clamshell crane. Performs basic maintenance on mechanical plant and in accordance with laid down instructions. 	

<p>2. Quality Control Analysis</p> <p>Conducting tests and inspections of products, services, or processes to evaluate quality or performance.</p>	<ul style="list-style-type: none"> • Able to perform routine checks on small plant, (e.g. oil levels and tyre pressures); and • Attends to minor defects. 	<ul style="list-style-type: none"> • Able to perform more in-depth checks and inspections on light plant, (e.g. general overall quality and usability of equipment). 	<ul style="list-style-type: none"> • Able to perform more in-depth inspections on mechanical plant, (e.g. general overall quality and usability of equipment and hydraulic fluid levels). 	
<p>3. Operation and Control</p> <p>Controlling operations of equipment or systems.</p>	<ul style="list-style-type: none"> • Demonstrates discipline specific skills and knowledge in the area of expertise; and • Takes charge of own equipment and tools within an assigned work area 	<ul style="list-style-type: none"> • Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work. 	<ul style="list-style-type: none"> • Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work. 	
<p>4. Troubleshooting</p> <p>Determining causes of operating errors and deciding what to do about it.</p>	<ul style="list-style-type: none"> • Takes responsibility for own tools and equipment; • Performs routine maintenance; and • Report faults or malfunction. 	<ul style="list-style-type: none"> • Takes responsibility for own tools and equipment; • Performs routine maintenance; and • Report faults or mal-function. 	<ul style="list-style-type: none"> • 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. 	
<p>5. Work Place Safety</p> <p>Promotes the principles of Occupational Health and Safety.</p>	<ul style="list-style-type: none"> • Adheres to Health and Safety rules; • Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; • Wears all safety clothing and safety equipment; and • Has general knowledge of the procedures of identifying unsafe conditions, hazardous materials and imminent danger. 	<ul style="list-style-type: none"> • Adheres to Health and Safety rules; • Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; • Wears all safety clothing and safety equipment; and • Has general knowledge of the procedures of identifying unsafe conditions, hazardous materials and imminent danger. 	<ul style="list-style-type: none"> • Identifies serious violations of mandatory standards; • Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; • Wears all safety clothing and safety equipment; and • Has advanced knowledge of the procedures of identifying unsafe conditions, hazardous materials and imminent danger. 	

<p>6. Planning and Organising</p> <p>The ability to plan broad activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans routine activities in line with a pre-determined work-schedule; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Vehicle Safety</p> <p>Preparing the car / truck / bakkie and its occupants for the journey. Make sure the vehicle is safe and roadworthy. Complies with road signals, signage and road markings.</p> <p>DRIVERS</p> <ul style="list-style-type: none"> Grade 1; Grade 2; Grade 3 / Special Category; and Chauffeur. 	<p>Driver grade 1</p> <ul style="list-style-type: none"> 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. 	<p>Driver grade 2</p> <ul style="list-style-type: none"> 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. 	<p>Driver grade 3 / Special Category</p> <ul style="list-style-type: none"> 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. 	<p>Chauffeur</p> <ul style="list-style-type: none"> 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.
<p>2. Driving Behaviour</p> <p>Guiding and controlling the car / truck / bakkie. Using the road in accordance with governing traffic laws. Interacting appropriately with other road-users.</p>	<ul style="list-style-type: none"> Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility; 	<ul style="list-style-type: none"> Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility; 	<ul style="list-style-type: none"> Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility; 	<ul style="list-style-type: none"> Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility;

	<ul style="list-style-type: none"> • Makes safe driving decisions; and • Operates vehicle with no attachments. 	<ul style="list-style-type: none"> • Makes safe driving decisions; and • Operates vehicle with no attachments. 	<ul style="list-style-type: none"> • Makes safe driving decisions; and • Operates vehicle with no attachments. 	<ul style="list-style-type: none"> • Makes safe driving decisions; and • Operates vehicle with no attachments. 	<ul style="list-style-type: none"> • Makes safe driving decisions; and • Operates vehicle with no attachments.
<p>3. Learning Orientation</p> <p>Continually reviewing and adjusting driving behaviour. Learn from experience.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>4. Quality Orientation</p> <p>Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>to take when involved in an accident; and</p> <ul style="list-style-type: none"> • Reports defective vehicles to minimise safety risks. 	<p>to take when involved in an accident; and</p> <ul style="list-style-type: none"> • Reports defective vehicles to minimise safety risks. 	<ul style="list-style-type: none"> • 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. 	<p>to take when involved in an accident; and</p> <ul style="list-style-type: none"> • Reports defective vehicles to minimise safety risks.
PUBLIC SERVICE ORIENTATION COMPETENCIES – ALL OPERATIONAL CAREERS AND ALL LEVELS				
<p>1. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • 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). 			
<p>2. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Gets on with others; • Communicates effectively; • Co-operates with others; • Appears optimistic and positive; • Acknowledges contributions of others; • Acknowledge merits in others arguments (operators and drivers); and • Negotiates skillfully in tough situations (operators and drivers). 			
<p>3. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from supervisors and colleagues; • Checks own understanding of tasks and expectations to avoid making mistakes; • Understands basic technical jargon. • Can translate technical information into terms that are understood; • Responds to questions with accurate and complete answers; • Communicates effectively both verbal and written (operators and drivers); • Is able to compile routine correspondence / documents and keeps relevant record (operators and drivers); and • Uses appropriate style and format to communicate to internal and external clients (operators and drivers). 			

PERSONAL COMPETENCIES – ALL OPERATIONAL CAREERS AND ALL LEVELS	
<p>1. Action Orientation</p> <p>The ability to stay focused on a task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Shows enthusiasm to take on tasks; • Enjoys working hard • Shows initiative; • Displays a drive to do things better; • Inspires others / learn through own actions and attitude to perform; and • Pushes self and motivates others for results (operators and drivers).
<p>2. Resilience</p> <p>The ability to persist with actions / work deliverables despite obstacles.</p>	<ul style="list-style-type: none"> • 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.
<p>3. Accountability and Ethical Conduct</p> <p>Ability to display standards of ethical and moral conduct to promote trust and to adhere to codes of good practice.</p>	<ul style="list-style-type: none"> • 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.
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • 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).
<p>5. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Deserving of respect from peers and supervisors; • 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).
<p>6. Team Orientation</p> <p>The capacity to promote a cooperative climate in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Co-operates and works well with others; • Shows consideration towards others; • Seen to be reliable and dependable; • Shows initiative and confidence in dealing with others; and • Participates actively as a member of a team.

PLANNING COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> Assistant Spatial Planner Assistant Urban Designer Assistant Town / Land Use Planner 	<ul style="list-style-type: none"> Spatial Planning Specialist Spatial Planner Urban Designer Town / Land Use Planner 	<ul style="list-style-type: none"> Senior Spatial Planning Specialist Senior Spatial Planner Senior Urban Designer Senior Town / Land Use Planner 	<ul style="list-style-type: none"> Principal Spatial Planning Specialist Principal Spatial Planner Principal Urban Designer Principal Town / Land Use Planner
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Plays a wide ranging research, problem solving, design and standard setting role and / or more focused research problem solving role; Participates in, plans and leads projects; Supervises and / or coordinates more junior Planning staff; and High level specialist / consultant or project leader within a Planning Unit.

		and is currently gaining experience.		
EXPERIENCE	<ul style="list-style-type: none"> 0 - 2 years relevant experience required. 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 	<ul style="list-style-type: none"> 2 - 5 years relevant experience required. 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 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience required. 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 	<ul style="list-style-type: none"> 8 years or more relevant experience required. 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
QUALIFICATION				
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.	<ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensure that all details of a project are accomplished; and Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Establish a system to follow up on projects / tasks / assignments; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notifies errors or problems prior to projects being completed; 	<ul style="list-style-type: none"> 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.

<p>2. Negotiation</p> <p>The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p>	<ul style="list-style-type: none"> Communicates effectively; Shows consideration when working with others; and Accurately captures details of meetings and proceedings for formal record. 	<ul style="list-style-type: none"> Delivers activities and plans as scheduled. 	<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved. 		

<p>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.</p>	<ul style="list-style-type: none"> • Translates project objectives into specific plans; • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and • Measures progress and monitors performance and results. 	<ul style="list-style-type: none"> • Shows high levels of integrity and confidentiality in dealing with sensitive information. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Spatial Planning</p> <p>Spatial Planning competencies relate to an individual's ability to utilise scientific disciplines, administrative techniques and interdisciplinary coordination to facilitate balanced regional development and the physical organisation of space in support of the municipality's long term strategy and development objectives.</p>	<ul style="list-style-type: none"> • Displays an understanding of plans and policies, techniques, methodologies and forms of research that inform policy and plan making; • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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).

<p>2. Urban Design</p> <p>Urban design relates to an individual's ability to create urban settings which are environmentally sustainable, accessible and efficient that are appropriate for the character of the municipality.</p>	<ul style="list-style-type: none"> • Displays an understanding of urban design policies, techniques, methodologies and forms of research that inform policy and plan making; • Able to analyse and evaluate the economic, social, historic and environmental factors that shape and influence urban design responses; • Displays sound research ability; • Is able to analyse and synthesize knowledge to support planning initiatives; 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. 	<ul style="list-style-type: none"> • Able to contribute to planning policy documents and processes at different scales (Metropolitan, District, Neighbourhood etc.) – typically Municipal Spatial Development Frameworks regional / district interpretations of the MSDF and localised precinct plans. 	<p>planning initiatives for the municipality (PGDS and other programme.</p>	
	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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, WMIP, etc.); 	<ul style="list-style-type: none"> • 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). 	

<p>3. Land Use Management</p> <p>Land Use Management relates to an individual's ability to zone land for specific purposes so that they facilitate the achievement of the municipality's environmental, social and economic objectives. It also includes their ability to balance competing interests in monitoring and enforcing these zonings.</p>	<ul style="list-style-type: none"> • 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 management processes; • Displays working knowledge of planning policies and legislation, spatial plans and zoning; 	<ul style="list-style-type: none"> • 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. <p>Displays attention to detail in ensuring compliance with design, time and budgetary objectives.</p>	<ul style="list-style-type: none"> • 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). 	
	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • 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; 	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Displays strong analytical ability and judgment in undertaking research and audits; Has in-depth knowledge of research methodologies and processes and is able to apply these under the appropriate circumstances; Leads external and internal consultation processes on land use policy issues; Is seen as credible and confident and is able to communicate effectively; Is able to steer discussions on complex issues and arrive at appropriate 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. 	<p>national and local government framework;</p> <ul style="list-style-type: none"> 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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<p>4. Information Management The ability to generate, analyse and produce management decision making and planning information and reports effectively and efficiently.</p>	<ul style="list-style-type: none"> Shows sound organisational awareness (Understands the business, particular organisational functions and their role in the 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. 	<ul style="list-style-type: none"> 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. 	<p>financial and other aspects of projects.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>5. Research, Information Analysis and Policy</p>	<ul style="list-style-type: none"> Shows sound organisational awareness; Demonstrates logical consequential thinking; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates an understanding of the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Monitors and analyses socio-economic and demographic 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and ambiguity;

<p>The ability to systematically analyse the municipality's activities and processes with the view to improving alignment with strategic goals and / or its effectiveness and efficiency.</p>	<ul style="list-style-type: none"> • 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. 	<p>business, business processes and the role of departments in achieving the organisation's objectives;</p> <ul style="list-style-type: none"> • Works independently and manages research projects that have an impact at a section or directorate level; • Deals with projects that have limited risk to organizational performance; • Has detailed knowledge of the municipality's socio-economic and demographic databases and is able to manipulate the data to create reports in the required format; • Develops new ways to solve problems; • Looks beyond the obvious and does not stop at the first solution; • Probes deeply and considers the risks attached to the interventions; • Confidently engages and advises line management on business improvement projects and interventions; • Shows a strength of character maintaining performance under duress and pressure. 	<p>trends and is able to assess the implications for the municipality and make the appropriate recommendations for inclusion in the municipality's planning and policies;</p> <ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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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<p>6. Knowledge Management Ability to promote the generation and sharing of knowledge and learning in order to enhance the collective knowledge of the municipality.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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; 				

<p>7. Public Consultation</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Shows confidence in engaging with internal and external stakeholders; Communicates effectively; and Accurately captures details of meetings and proceedings for formal record. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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<p>8. Socio-Economic / Socio-Political Awareness</p> <p>Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the organisational and local government processes; Understands and internalizes the municipality's priorities and goals; • Understands sector policies and legislation; and • In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Communicates controversial, sensitive messages to stakeholders tactfully; and • Listens well and is receptive and encourages participation and mutual understanding. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Aligns (influences) projects to support the implementation of Provincial Growth and Development Strategies; • Understands broader planning context and is able to assess the implications for the municipality; • Contributes to shaping national policy on social, economic and environmental issues; • Has credibility and ability to influence policy making at a higher level; and • Influences national norms and standards for municipal services.
<p>9. Policy Conceptualisation</p> <p>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</p>	<ul style="list-style-type: none"> • Has working knowledge of policies and codes of practice; and • Complies with statutory requirements and applies policies consistently. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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.

<p>service delivery and corporate governance.</p>	<ul style="list-style-type: none"> Is able to provide comment and input on the practical aspects of policy implementation. 	<ul style="list-style-type: none"> 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. 	
<p>PUBLIC SERVICE ORIENTATION COMPETENCIES</p>			
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions. 	<ul style="list-style-type: none"> 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.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Adapts communication content and style according to the audience including managing body language effectively; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Delivers messages in a manner that gains support, commitment and agreement; and

<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Displays commitment to excellence; • Keeps commitments and promises in undertaking tasks and meeting deadlines; • Professional in interaction with general public and stakeholders; and • Is aware of community needs and expectations and understands the processes for integrating these into the municipality's spatial planning. 	<ul style="list-style-type: none"> • Develops well defined communication strategy; • Understands the audience and is able to use appropriate medium to convey or engage target audiences; and • Communicates controversial, sensitive messages to stakeholders tactfully. 	<ul style="list-style-type: none"> • Communicates effectively with people at all levels within the municipality. 	
		<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 3; and • Speaks effectively on service delivery matters to all stakeholders.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on</p>	<ul style="list-style-type: none"> • Displays a customer focus; • Is reliable and delivers on time; • Establishes rapport with customers; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Understands the clients' issues and seeks information about their current and future requirements; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Establishes the climate and creates a culture to attain client focused outcomes (i.e.

<p>anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Responds to client needs timeously. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Demonstrates personal commitment to the client service vision through own actions and attitudes. 	<p>performance management, resource allocation etc.); and</p> <ul style="list-style-type: none"> • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
<p>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.</p>	<ul style="list-style-type: none"> • Grasps new challenges with enthusiasm; • Shows initiative; and • Quick to act. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Pushes self and motivates others for results; and • Sets challenging goals.
<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Stays calm and focussed under pressure; • Controls his / her emotions; and • Maintains work standards. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Plans and initiates new approaches and techniques. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • Embraces opportunities to learn new things; • Willingly attends courses and programmes; • Transfers knowledge to the workplace; and • Shares information and knowledge with others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner,</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Deals effectively with ambiguity and uncertainty; • Probes deeply and considers consequences and risks attached to actions; 	<ul style="list-style-type: none"> • 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 ;

<p>aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.
MANAGEMENT / LEADERSHIP COMPETENCIES				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional; and Influences others effectively using a number of techniques. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Is called upon to mediate conflicts and disagreements; • Shows strength of character maintaining performance under duress and pressure; and • Demonstrates calm around adversity. 	<ul style="list-style-type: none"> • Able to make unpopular decisions if it is in the best interests of the organisation.
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Good at establishing clear direction; and • Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focussed performance.
<p>3. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; • Involves and empowers team in setting and achieving goals; • Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 of 3; • Builds team spirit and cohesion across function boundaries in the respective departments; and • Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> Shows and shares knowledge and information with peers; Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> Works effectively with people from other organisations / departments and manage in a competitive environment. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
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The higher education qualification, work-related experience and competency requirements for other planning profession are as prescribed in terms of the Planning Profession Act, 2000 (Act No. 36 of 2002).

PLANS EXAMINER COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Plans Examiner	Senior Plans Examiner	Principal Plans Examiner	Chief Plans Examiner
KNOWLEDGE	<ul style="list-style-type: none"> Knowledge and implementation of the NBR and SANS Code regulations and requirement 	<ul style="list-style-type: none"> Knowledge and implementation of the NBR and SANS Code regulations and requirements 	<ul style="list-style-type: none"> Knowledge and implementation of the NBR and SANS Code regulations and requirements 	<ul style="list-style-type: none"> Knowledge and implementation of the NBR and SANS Code regulations and requirements
EXPERIENCE	<ul style="list-style-type: none"> 2 years' relevant experience required 	<ul style="list-style-type: none"> 2-5 years' relevant experience required 	<ul style="list-style-type: none"> 5-8 years' relevant experience required 	<ul style="list-style-type: none"> 8 years' relevant experience required inclusive of supervisory experience
QUALIFICATION	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
COMPETENCY LEVELS	COMPETENCIES			
	2			4
	1		3	
	CORE PROFESSIONAL COMPETENCIES			
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	<ul style="list-style-type: none"> Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; and

	<ul style="list-style-type: none"> • Able to respond in writing to basic types of communication. 	<ul style="list-style-type: none"> • Able to respond in writing to complex types of communication. 	<ul style="list-style-type: none"> • Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
<p>2. Oral Communication</p> <p>The ability to articulate a message in an understandable and convincing manner</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues; and • Confirms / clarifies understanding of instructions, thereby avoiding mistakes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Makes self-understood to others, pointing out specific issues or considerations to be taken into account. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Interprets complex language / communication; and • Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
<p>3. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Understands potential impact of problems to own working environment; • Deals with clearly defined problems that are task specific; • Demonstrates logical problem-solving approach and provides rationale for proposed solutions; • Determines root causes of problems and evaluates whether solutions address root causes; and • Involves the appropriate people, to resolve complex task related problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions. 	<ul style="list-style-type: none"> • Demonstrates competencies from 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Examination of Plans</p> <p>The ability to effectively assess and scrutinise building development applications.</p>	<ul style="list-style-type: none"> • Assesses and scrutinises building development applications as determined by the supervisor in terms of complexity; • Ensures that submissions are Complete; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to pre-empt or respond to safety and security problems related to building development; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Deals with complexity of applications and advise on assessments.

	<ul style="list-style-type: none"> • Checks and assesses fee calculations; and • Carries out any building development related activity as assigned by the supervisor. 	<ul style="list-style-type: none"> • 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. 	<p>development related activity as assigned by management.</p>	
<p>2. Customer centricity</p> <p>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</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>3. Planning and Prioritization</p> <p>The ability to plan broad activities within specific timeframes and then to</p>	<ul style="list-style-type: none"> • Able to plan activities within timeframes; • Manages work according to plan; and • Able to use technology and understand how to access 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Checks all the elements on the Building Plan Tracker System for compliance and application; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Consistently identifies appropriate resources for a variety of assignments; • Provides guidance and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers);

<p>execute these activities according to plan, i.e. relating to plans, way leaves, permits and work programmes</p>	<p>and operate a system e.g. a Building Plan Tracker System</p>	<ul style="list-style-type: none"> Relays progress on submissions; Advises applicants on the technical requirements of the relevant legislation; and Performs general administrative duties as assigned. 	<p>instruction when delegating;</p> <ul style="list-style-type: none"> Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively; and Makes contingency plans. 	<ul style="list-style-type: none"> 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 communicate 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.
<p>PUBLIC SERVICE ORIENTATION COMPETENCIES</p>				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<p>2. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Encourages and considers inputs of others. 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. 	<ul style="list-style-type: none"> Wins concessions without damaging relationships. 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. 	<ul style="list-style-type: none"> Aware of how people and organisations function. 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Has a commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Speaks effectively on service delivery matters to internal and external audiences.
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and</p>	<ul style="list-style-type: none"> Displays a customer focus by engaging effectively with the customer expressing comprehension of their requirements; Is reliable and delivers on time; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and

<ul style="list-style-type: none"> Exceeding the needs in a timely and appropriate manner Establishes rapport with customers; and Responds to client needs timeously. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.). 	<ul style="list-style-type: none"> Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES			
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Able to stay focused on tasks, are energetic, persistent and reliable; Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Pushes self and motivates others for results; and Sets challenging goals.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his/her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others</p>	<ul style="list-style-type: none"> • Deals effectively with change; • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>4. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement</p>	<ul style="list-style-type: none"> • Embraces opportunities to learn new things; • Willingly attends courses and programmes; • Transfers knowledge to the workplace; and • Shares information and knowledge with others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Remains abreast of changes in the industry; • Encourages others to learn and share from mistakes and experiences; and • Promotes best practice. 	<ul style="list-style-type: none"> • 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.
<p>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</p>	<ul style="list-style-type: none"> • Conducts self in accordance with organisational values; • Undertakes roles and responsibilities in a sincere and honest manner; • Treats all employees with equal respect; and 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes transparent and accountable municipal administration.

the public service and to adhere to codes of good corporate governance.	<ul style="list-style-type: none"> Takes responsibility for own actions. 	<ul style="list-style-type: none"> Shares information openly, whilst respecting the principle of confidentiality. 	<ul style="list-style-type: none"> rules and regulations of the organisation /department; and Acts decisively against corrupt and dishonest conduct. 	
<p>6. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and can influence others effectively</p>	<ul style="list-style-type: none"> Makes a positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Builds team spirit and cohesion across function boundaries in the respective departments; • Encourages team approach to problem solving; • Recognizes and respects the value of diverse views; and • Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Able to translate Department / Directorate'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 focused performance. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the organization; • Understands organisational needs and formulates and implements development plans, outlining specific performance measures; • Diagnoses performance issues and determines appropriate developmental intervention to suit the

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shares knowledge and information with peers and subordinates; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to identify appropriate training interventions; and • Able to understand the underlying causes for non- or poor performance and to provide the appropriate support. 	<p>individuals learning style; and</p> <ul style="list-style-type: none"> • Recognizes the need for and firmly provides direction.
<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Actively involved in the retention and development of talent within the organisation; • Leads by example; • Actively creates development opportunities by crafting roles to best meet the needs of individuals; and • Constantly on the lookout for training opportunities for subordinates. 				

PRINTING SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> • Reprographics Assistant 	<ul style="list-style-type: none"> • Printing Press Operator • Machine Operator 	<ul style="list-style-type: none"> • Administrative Officer: Printing • Reprographics Supervisor 	<ul style="list-style-type: none"> • Head / Manager: Printing Services
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

EXPERIENCE	<ul style="list-style-type: none"> 6 months relevant experience required. 	<ul style="list-style-type: none"> 1 - 2 years' relevant experience required. 	<ul style="list-style-type: none"> 3 - 5 years' relevant supervisory experience required. 	<ul style="list-style-type: none"> 5 years' experience in management.
QUALIFICATION	<ul style="list-style-type: none"> Basic numeracy and literacy; and Code EC driving licence. 	<ul style="list-style-type: none"> Grade 12. 	<ul style="list-style-type: none"> Grade 12; Computer literacy: MS Office; and A relevant tertiary qualification preferably a National Certificate: Printing & Manufacture of Packaging. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Remains focused on task at hand; Checks quality of work against pre-determined specifications; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Monitors and controls activities by maintaining a log 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Maintains project records (working papers, audit trails,

<p>long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • of work, production, or maintenance; and • Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions. 	<ul style="list-style-type: none"> • Provides guidance and instruction when delegating; • Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; and • Makes contingency plans. 	<p>evidence of sign-offs by senior managers)</p> <ul style="list-style-type: none"> • Establishes appropriate procedures to keep informed of issues and results; • Ensures that high-priority work is accomplished within required timelines; • Allocates task responsibility in appropriate areas to appropriate individuals; • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints, or deadlines; • Puts preventative measures in place to ensure that problems do not recur in the future; and • Probes deeply and considers consequences and risks attached to actions and the impact of solutions.
<p>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.</p>	<ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule; • Focuses on the short to medium tasks on a project basis; and • Identifies resource requirements for undertaking specific tasks. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Sets goals and objectives relevant to the function and focuses on the customers' needs; • Develops integrated plans for the work unit and others within the functionality; • Attends to and manages multiple tasks and details by 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Taps into the resources of other units and departments to achieve results; • Projects and forecasts short, medium and long term needs for the operations falling under his / her control; and • Develops contingency plans for potential problems affecting the unit.

<p>4. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from supervisor and colleagues; • Checks own understanding of tasks and expectations to avoid making mistakes; and • Understands basic technical jargon. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Work Place Safety</p> <p>The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.</p>	<ul style="list-style-type: none"> • Displays knowledge of all related safety or security regulations; • Is aware of coworkers' safety in the workplace; • Understands how to use and operate safety equipment; and • Is aware of the hazards of working with dangerous materials. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies safety issues and problems — Detects hazardous working conditions; • Is alert to unsafe work conditions; and • Reports and / or correct s unsafe work conditions and safety problems; checks equipment and / or work area regularly. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Monitors and recommends corrective action – monitors safety or security issues after taking corrective action and ensures continued compliance; • Identifies and resolves potential safety problems or unsafe work practices; and • Reports accidents to immediate superior immediately. 	<ul style="list-style-type: none"> • Demonstrates from level 1 to 3; • Applies organizational policies and rules related to safety, health and environment; and • Provides safety training for other employees.
<p>2. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional</p>	<ul style="list-style-type: none"> • Able to identify and understand the tasks relating to dispatch of documents and correspondence. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands the operations underpinning the specific job; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Able to make judgment decisions on issues falling 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Extensive knowledge of printing and copying

<p>skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p>		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>principles, procedures, concepts, practices and equipment to perform a variety of specialized tasks / functions and to train others.</p>
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Researches needs of clients; • Consults clients and stakeholders on ways to improve the delivery of services; and • Acts professionally in interaction with clients and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Ensures all follow-up activities are completed; • Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards; and • Creates a climate of service delivery excellence for unit. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Ensures that all communication with stakeholders is a two-way process; • Ensures that technologies and systems designed to support service delivery and client needs are 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.

<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Is able to establish rapport and gets on with others; and • Communicates effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Acknowledges contributions of others; and • Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Accurately captures others expectations, ideas and concerns; • Encourages and considers inputs of others; and • Convinces others of ideas without suppressing their views. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Acknowledges merits in others' arguments and incorporates proposals where merited; • Negotiates skilfully in tough situations with both internal and external stakeholders; • Wins concessions without damaging relationships; • Is able to be direct and forthright as well as diplomatic and tactful; • Handles sensitive one-on-one discussions effectively (does not disclose sensitive information); and • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
<p>3. Client orientation and customer focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and exceeding client needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Takes personal responsibility for providing excellent service quality; and • Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Supports others to take personal responsibility to deliver excellent customer service; • Understands the client's issues and seeks information about their current and future requirements; and • Takes specific and sustained action to implement the client service vision. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Maintains clear communication with clients regarding mutual expectations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; and • Ensures response times are quick.

PERSONAL COMPETENCIES				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Successfully completes projects with time and budget allocations.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Stays calm and focused under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Shows emotional resilience and handles difficult situations effectively. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Seeks to influence changing events. 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. 	<ul style="list-style-type: none"> 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.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning). Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Puts preventative measures in place to ensure that problems do not recur in the future. 	<p>consultation with the stakeholders.</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes transparent and accountable municipal administration.
MANAGEMENT / LEADERSHIP COMPETENCIES					
<p>1. Direction setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provides guidance to others and focuses on successful completion of objectives; and • Motivates self and others to produce quality work within deadline. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Sets out work for others in a well-planned and clear manner; • Helps to clarify roles and responsibilities of team members; • Delegates task responsibility to others and provide support where necessary; • Puts in place effective controls and monitoring processes to keep informed of issues and results; and • Inspires staff with own behaviour – ‘walks the talk’. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Is forward thinking and produces innovative ideas; • Defines roles and responsibilities for team members and clearly communicates expectations; • Monitors the management of multiple tasks and balances priorities and conflicts between tasks; • Grasps and articulates the big picture and its implications; and • Maintains a clear focus on the long-term goals and produces 	

<p>2. Impact and influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional; and Is respected by peers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates colleagues to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Motivates service providers to accomplish tasks. 	<p>more than one way of getting there.</p> <ul style="list-style-type: none"> 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.
<p>3. Team orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Listens to and fully involves others in team decisions; Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; 	<ul style="list-style-type: none"> 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

	<p>4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers; • Understands own limitations; and • Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Anticipates mistakes and freely offers assistance without being overbearing; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Builds team spirit and cohesion within the unit; and • Creates strong morale / team spirit. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Empowers others and distributes the workload appropriately; • Encourages self-reliance and allows staff to make and learn from mistakes; and • Sets challenging tasks that stretches individuals' abilities and self-confidence. 	<ul style="list-style-type: none"> • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate. 	<ul style="list-style-type: none"> • Demonstrates competencies from 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.)	<ul style="list-style-type: none"> Process Controller 	<ul style="list-style-type: none"> Senior Process Controller 	<ul style="list-style-type: none"> Principal Process Controller 	
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 5 years or more relevant experience required
EXPERIENCE	<ul style="list-style-type: none"> 1 - 2 years' relevant experience required 	<ul style="list-style-type: none"> 2 - 5 years' relevant experience required 	<ul style="list-style-type: none"> 5 years or more relevant experience required 	
QUALIFICATION	<ul style="list-style-type: none"> Grade 12 or relevant post metric 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. 	<ul style="list-style-type: none"> Grade 12 or relevant post metric 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. 	<ul style="list-style-type: none"> Grade 12 or relevant post metric qualification preferably a NTC 3 in Water Treatment or Waste water treatment; Trade related qualification: Operators certificate/ Waste water Treatment practice (N3); and Code EB Driver's License. 	

COMPETENCIES			
COMPETENCY LEVELS	1	2	3
CORE PROFESSIONAL COMPETENCIES			
1. Oral Communication The ability to articulate a message in an understandable and convincing manner.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Communicates effectively with management / senior management; and Encourages platforms of communication between staff members.
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Ensures an undisturbed process by ensuring written handovers; Quality checks written information of less experienced practitioners; and Prepares quality written reports, communication and responses. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Able to identify basic problems within a work process; Demonstrate the ability to solve standard operational problems; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identifies more complex problems within a work process; Identifies problems following defined diagnostic processes; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Liaises with the seniors to resolve complex task related problems; and

<p>select an option and implement it.</p>	<ul style="list-style-type: none"> • Able to determine when to escalate a problem at hand; and • Understands the potential impact of problems to own working environment. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Puts preventative measures in place to ensure that problems do not recur in the future. 	
<p>4. Decision making The ability to make logical decisions to ensure execution of tasks according to plan.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Establishes solutions to complex situations. 	
<p>5. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan</p>	<ul style="list-style-type: none"> • Demonstrates the ability to plan and prioritize tasks efficiently; and • Able to work within planned timeframes and complete tasks. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies resource requirements for specific tasks; and • Able to develop contingency plans. 	<ul style="list-style-type: none"> • 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. 	
<p>6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • Follows procedures as prescribed in policy and standard operating procedures; • Brings potential issues of conflict to the attention of the supervisor; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Champions ethical conduct within the workplace; • Identifies and evaluates risks involved in conflict of interest; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Endorses recommendations for resolutions and actions to resolve problems; • Exercises confidentiality in matters of interest; 	

	<ul style="list-style-type: none"> Aware of resources available to resolve minor ethical issues. 	<ul style="list-style-type: none"> Recommends appropriate course of action to resolve more complex ethical issues. 	<ul style="list-style-type: none"> 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				
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>2. Task Management Plans, manages, monitors and evaluates specific activities to</p>	<ul style="list-style-type: none"> Demonstrates a clear focus on tasks to ensure an uninterrupted process (sound, activity); 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Communicates work in a clear and concise manner; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Demonstrates the ability to delegate work; 	

<p>deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • Able to work independently; and execute them efficiently; • Demonstrates time management to tasks; • Demonstrates consistency in work ethic; and • Requests clarification about any work-related concerns. 	<ul style="list-style-type: none"> • Monitors the deliverables of staff. 	<ul style="list-style-type: none"> • Establishes performance measures for ensuring productivity; and • Maintains open and transparent communication with subordinates. 	
<p>3. Use of process specific Technology/Equipment</p> <p>The ability to utilise technology/equipment in the workplace to optimise functioning of the plant.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Quality Orientation</p> <p>Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p>	<ul style="list-style-type: none"> • Accurately and carefully follows established procedures, 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Reviews and quality checks work against set standards and regulations; and • Proposes ideas to correct all-round quality issues. 	<ul style="list-style-type: none"> • 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. 	

<p>5. Work Place Safety Ability to manage the environmental and workplace hazards and promotes the principles of Occupational Health and Safety.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>6. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve department/ municipal goals.</p>	<ul style="list-style-type: none"> Supports work initiatives and recognises the importance of cooperation with seniors; and Demonstrates good team ethos. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that</p>	<ul style="list-style-type: none"> Shows a commitment to excellence and quality; Meets deadlines; and Is friendly and responsive to community members when 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Engages effectively with the general public and clients; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands and articulates client needs; 	

<p>contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>dealing with service delivery issues.</p>	<ul style="list-style-type: none"> • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Gets on well with others; • Communicates effectively; • Co-operates with others; and • Appears optimistic and positive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to establish rapport and relates easily to others; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Convinces others of ideas without suppressing their views; • Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external clients; • Wins concessions without damaging relationships; • 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. 	
<p>3. Communication The capacity to listen attentively, grasp issues, present</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from supervisors and colleagues; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Able to translate technical information into terms that are 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Communicates effectively both verbal and written; 	

<p>information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Checks own understanding of tasks and expectations to avoid making mistakes; and • Understands basic technical jargon. 	<p>understood by subordinates and customers; and</p> <ul style="list-style-type: none"> • Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> • 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. 	
<p>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.</p>	<ul style="list-style-type: none"> • Shows a commitment to excellence and quality; • Meets deadlines; and • Is friendly and responsive to community members when dealing with service delivery issues. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> • Engages effectively with the general public and clients; and • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Understands and articulates client needs; • 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. 	
<p>PERSONAL COMPETENCIES</p>				
<p>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</p>	<ul style="list-style-type: none"> • Willing to take on new challenges; • Is a self-starter; • Drive to meet deadlines; • Initiates contact with others; and • Motivated and energetic. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> • Shows enthusiasm to take on new projects; and • Displays high energy and sets example. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 • Relentlessly pursues project objectives; • Pushes self and motivates others for results; • Sets challenging goals; 	

<p>to stay focused on task, to be energetic, persistent and reliable.</p>			<ul style="list-style-type: none"> • Displays a drive to do things better; and • Successfully completes projects with time and budget allocations. 	
<p>2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Attempts to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Shows emotional resilience during difficult situations; and • Shows continuous improvement despite setbacks or other constraints. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	
<p>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'.</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • 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 	

	<p>5. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Probes deeply and considers consequences and risks attached to actions. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.
MANAGEMENT/ LEADERSHIP COMPETENCIES					
<p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Sets out work for others in a well-planned and organised manner; and Good at establishing clear direction. 	<ul style="list-style-type: none"> 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. 		
<p>2. Impact and Influence</p>	<ul style="list-style-type: none"> Deserving of respect from peers and supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 		

<p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>		<ul style="list-style-type: none"> Makes positive impact and comes across as confident and competent; Motivates subordinates to accomplish tasks and missions; and Has credibility with staff. 	<ul style="list-style-type: none"> Tacitly 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. 	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> Appears willing to learn new ways of doing things. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands subordinates' limitations; Provides guidance and support where necessary; Understands own development needs; and Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages 'on-the-job' training and the acquisition of new skills; Anticipates mistakes and freely offers assistance without being overbearing; and Monitors progress and gives individuals specific feedback on their performance. 	
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Co-operates and works well with others; Shows consideration towards others; and Seen to be reliable and dependable. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shares information and collaborates easily with others; Shows initiative and confidence in dealing with others; and Participates actively as a member of a team. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully involving others in team decisions; and Recognises and respects the value of diverse views. 	

LEVELS	1	2	3	4
<p>TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)</p>	<ul style="list-style-type: none"> Process Operator 	<ul style="list-style-type: none"> Senior Process Operator 	<ul style="list-style-type: none"> Principal Process Operator 	
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	
<p>EXPERIENCE</p>	<ul style="list-style-type: none"> 1 - 2 years' relevant experience required 	<ul style="list-style-type: none"> 2 - 3 years' relevant experience required 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience required 	
<p>QUALIFICATION</p>	<ul style="list-style-type: none"> Grade 12 with preference of Mathematics and Science as subjects; and Code EB Driver's License. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Grade 12 with preference of Mathematics and Science as subjects; A tertiary education, preferably a National Diploma/NTC IV/3 year BSc; and Code EB Driver's License. 	

COMPETENCIES			
COMPETENCY LEVELS	1	2	3
CORE PROFESSIONAL COMPETENCIES			
			4
<p>1. Managing Work Effectively manages tasks assigned within set timeframes.</p>	<ul style="list-style-type: none"> • Demonstrates a clear focus on tasks to ensure an undisturbed process; • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Responds in the appropriate medium of communication with accurate and complete answers; and • Encourages communication between teams.

<p>3. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Decision making The ability to make logical decisions to ensure execution of tasks according to plan.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>5. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>6. Ethics and Professionalism- The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • Follows procedures as prescribed in policy and standard operating procedures; • Brings potential issues of conflict to the attention of the supervisor; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies and evaluates risks involved in conflict of interest; • Able to identify risks alternative courses of action; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Endorses recommendations for resolutions and actions to resolve problems; and • Champions work ethic. 	

	<ul style="list-style-type: none"> Aware of resources available to resolve ethical issues. 	<ul style="list-style-type: none"> Recommends appropriate course of action to resolve issues. 		
FUNCTIONAL COMPETENCIES				
<p>1. Use of process specific Technology/Equipment The ability to utilise technology/equipment in the workplace to optimise functioning of the plant.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>2. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Implement a monitoring strategy for all activities and processes to ensure optimal quality; and Provide relevant and sufficient training initiatives to ensure that staff are adequately trained to carry out activities. 	

<p>3. Discipline Specific Skills</p> <p>Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands the technical language of the job; • Understands the technical components of the job and has a sound understanding of specific trade principles; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Applies specialist knowledge to situations, to solve problems or enhance solutions; • Anticipates events, situations and incidents that may impact the work environment and takes corrective action; • Shows sound problem solving skills; • Ensures knowledge transfer and training and mentoring of more junior staff; • Educates subordinates on basic, relevant organisational and public awareness; and • Addresses any uncertainties of handovers. 	
<p>4. Work Place Safety</p> <p>Ability to manage the environmental and workplace hazards and promotes the principles of Occupational Health and Safety.</p>	<ul style="list-style-type: none"> • 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, hazards materials and possible danger. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	

PUBLIC SERVICE ORIENTATION COMPETENCIES			
			Exercises measures of safety control within the workplace.
<p>1. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve department goals.</p>	<ul style="list-style-type: none"> Shows a commitment to excellence and quality; Meets deadlines; and Is friendly and responsive to community members when dealing with service delivery issues. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Engages effectively with the general public and clients; and Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Understands and articulates client needs; Manages client and business expectations within financial, technical and capacity constraints; 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.
<p>2. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Gets on with others; Communicates effectively; Co-operates with others; and Appears optimistic and positive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to establish rapport and relates easily to others; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external clients; Wins concessions without damaging relationships; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately

<p>3. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from supervisor and colleagues; • Checks own understanding of tasks and expectations to avoid making mistakes; and • Understands basic technical jargon. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • restate their opinions, even when not in agreement; and • Aware of how people and organisations function. • 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. 	
<p>4. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals</p>	<ul style="list-style-type: none"> • Shows a commitment to excellence and quality; • Meets deadlines; and • Is friendly and responsive to community members when dealing with service delivery issues. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Engages effectively with the general public and clients; and • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Understands and articulates client needs; • 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				
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on the task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • Willing to take on new challenges; • Is a self-starter; • Drive to meet deadlines; • Initiates contact with others; and • Motivated and energetic, 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows enthusiasm to take on new projects; and • Displays high energy and sets example. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Attempts to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows emotional resilience during difficult situations; and • Shows continuous improvement despite setbacks or other constraints. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	

<p>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'.</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	
<p>5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	
<p>MANAGEMENT/ LEADERSHIP COMPETENCIES</p>				
<p>1.Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Sets out work for others in a well-planned and organised manner; and Good at establishing clear direction. 	<ul style="list-style-type: none"> 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 	

<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Deserving of respect from peers and supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Makes positive impact and comes across as confident and competent; Motivates subordinates to accomplish tasks and missions; and Has credibility with staff. 	<ul style="list-style-type: none"> Organises resources and inspires others towards focussed performance. 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. 	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> Appears willing to learn new ways of doing things. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands subordinates' limitations; Provides guidance and support where necessary; Understands own development needs; and Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages 'on-the-job' training and the acquisition of new skills; Anticipates mistakes and freely aids without being overbearing; and Monitors progress and gives individuals specific feedback on their performance. 	
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in</p>	<ul style="list-style-type: none"> Co-operates and works well with others; Shows consideration towards others; and Seen to be reliable and dependable. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shares information and collaborates easily with others; Shows initiative and confidence in dealing with others; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully involving others in team decisions; and 	

<p>working with others to achieve a shared goal.</p>		<ul style="list-style-type: none"> • Participates actively as a member of a team. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> Assistant Project Administrator 	<ul style="list-style-type: none"> Project Administrator 	<ul style="list-style-type: none"> Senior Project Administrator 	
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Provides routine clerical support for projects and follows standard procedures; and Operates under direct supervision. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 2 - 5 years' relevant experience. Grade 12; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> 5 years' relevant experience. Grade 12 or a 1 year project management certificate; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience. 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. 	
QUALIFICATION				

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	<ul style="list-style-type: none"> Reads and understands basic documents; Able to follow basic instructions as contained in written communication; Able to respond in writing to basic types of communication; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the municipality. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Makes self understood to others, pointing out specific issues or considerations to be taken into account; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Demonstrates effective oral 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.	<ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis; Answers basic questions politely and helpfully; Gives options for client / stakeholders actions from a range of actions available; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Ascertains a range of options for client / stakeholder action; Gives options and recommendation of preferred option to client / stakeholder; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Identifies preferred solution with potential consequences; Decides on best option within risk profile; 	

	<ul style="list-style-type: none"> Follows through on option selected by client / stakeholder within confines of laid down procedure. 	<ul style="list-style-type: none"> Provides reasons for preferred option; and Follows through on final decision. 	<ul style="list-style-type: none"> Creates understanding with client / stakeholder / groups as to best option; and Executes option and accepts consequences and accountability. 	
<p>4. Organisational Awareness</p> <p>The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p>	<ul style="list-style-type: none"> Understands how a business unit functions; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>5. Problem Solving</p> <p>The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.</p>	<ul style="list-style-type: none"> Identifies simple problems within a set process; Alerts supervisor of problems within a set process; Solves problems of a basic nature; Identifies problems in processes; and Refers problems to supervisor for resolution but offers alternatives or recommendations. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Conceptualises possible solutions to problems; Weights each solution against best-practice criteria; Establishes and executes plans to solve problems engaging others as necessary; Ensures implementation and buy-in to the solution; 	

		<ul style="list-style-type: none"> Follows up on resolution; and Recommends changes to forms, documents, procedures, policies, etc., that will increase the effectiveness of the project area. 	<ul style="list-style-type: none"> Displays understanding of risks that threaten projects at each stage of development; and Develops contingency plans for potential problems. 	
<p>6. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; Executes tasks according to plan in order of priority, using some discretion; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>7. Use of Technology</p> <p>The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p>	<ul style="list-style-type: none"> Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; Demonstrates basic computer literacy; and Basic knowledge of MS Office. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	

<p>8. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p>	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission; • Ensures all details of a task are accomplished; • Checks against standards and regulations; and • Completes project documents and tasks. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Project management</p> <p>Ability to ability to harness the skills and expertise within a team to achieve the project goals in the most efficient and effective manner.</p>	<ul style="list-style-type: none"> • Follows laid-down procedures diligently; • Identifies elements in a project that may create bottlenecks and blockages; • Brings supervisor's attention to bottlenecks and blockages; and • Demonstrates knowledge and understanding of contractual, legislative and statutory terminology / requirements in the management of a project. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	

<p>2. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.</p>	<ul style="list-style-type: none"> Enters data into specific applications, computerised or manual according to set procedures; and Checks data as it is entered for obvious errors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to conduct basic analysis of data by printing out standardised reports; and Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint). 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 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				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	

<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Structures written documents in a logical framework; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Organises discussions in logical manner; and • Responds to questions with accurate and complete answers. 	
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Shows a commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints. 	
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; • Takes personal responsibility for providing excellent service quality; and • Addresses less complicated problems promptly, without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands the client's issues and seeks information about their current and future requirements; • Supports others to take personal responsibility to deliver excellent customer service; and • Monitors client satisfaction. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.). 	

PERSONAL COMPETENCIES				
<p>1. Action Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relentlessly pursues project objectives; and Pushes self and motivates others for results. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations. 	
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward. 	
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; 	

<p>in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>			<ul style="list-style-type: none"> • 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. 	
<p>5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice. 	
MANAGEMENT / LEADERSHIP COMPETENCIES				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Commands respect from peers and subordinates. 	
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards a positive climate within team; and • Involves and empowers team in setting and achieving goals. 	

<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Good at establishing clear direction; and • Sets out team goals providing clear sense of purpose. 	
<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shares knowledge and information with peers and subordinates; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Has strong subject matter knowledge; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • Able to identify appropriate training interventions; and • Able to understand the underlying causes for non or poor performance and to provide the appropriate support. 	

PROJECT / PROGRAMME MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	<ul style="list-style-type: none"> Project Manager I Project/ Programme Coordinator 	<ul style="list-style-type: none"> Project Manager II 	<ul style="list-style-type: none"> Senior Project Manager 	<ul style="list-style-type: none"> Programme Manager
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Manages a major programme or programmes comprising of multiple projects of high risk and complexity that impact significantly on the municipality; Makes final interpretative decisions on programme implementation issues of a complex nature in unpredictable environments, which have an impact across the municipality or in external service delivery; Lead and head a programme team and manages staff; and Facilitates the successful implementation of multiple projects within respective programmes.
EXPERIENCE	<ul style="list-style-type: none"> 0 - 2 years relevant experience 	<ul style="list-style-type: none"> 2 - 5 years relevant experience 	<ul style="list-style-type: none"> 5 - 8 years relevant experience 	<ul style="list-style-type: none"> 8 years or more relevant experience with extensive managerial experience

QUALIFICATION	A relevant tertiary qualification in project management; and Computer literacy: MS Office.	A relevant tertiary qualification in project management; and Computer literacy: MS Office.	A relevant tertiary qualification in project management; and Computer literacy: MS Office.	A relevant tertiary qualification in project management; and Computer literacy: MS Office.
COMPETENCIES				
FUNCTIONAL / PROFESSIONAL COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
1. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas: Keeping up with current developments and trends in areas of expertise.	<ul style="list-style-type: none"> Displays a satisfactory level of technical and professional skill or knowledge in project - related areas - keeps up with current developments and trends in areas of expertise; Displays in-depth knowledge of the specific project life cycle; Understands the processes 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Understands, analyses and monitors financial reports; Ensures proper records of financial affairs and transactions; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages and monitors financial risk; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Identifies and implements partnerships and explores alternate avenues to achieve 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Evaluates financial impact of strategic decisions across the municipality;

<p>applying the most effective management practices to achieve municipal and project / programme financing goals and objectives.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>financial spend and improved service delivery;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>3. People Management Manages and encourages people, optimises their outputs and effectively manages relationships to achieve municipal goals.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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;

<p>4. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p>	<ul style="list-style-type: none"> Consistently meets client and stakeholder expectations on projects; Able to accurately scope out projects and translate project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; 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. 	<ul style="list-style-type: none"> 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. 	<p>implementing development initiatives.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> 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 		

<p>5. Monitoring and Control</p> <p>The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Notifies 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Projects and forecasts short, medium and long term needs for the municipality. 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.
<p>6. Organisational Awareness</p> <p>The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> Knowledge of the municipality priorities and goals; Operates within the municipality policies and procedures; Applies sector policies and legislation in undertaking tasks; and 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<p>7. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant standards.</p>	<ul style="list-style-type: none"> • Aware of the issues impacting service delivery. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • In-depth knowledge of the municipality's policies and procedures. • 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. 	<ul style="list-style-type: none"> • Understands priorities, goals and issues of neighbouring municipalities. • 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.
<p>8. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Provides a clear sense of purpose and focuses on successful completion of objectives; and • Organises resources and inspires others towards focussed performance. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Able to translate Directorate / department goals into objectives for the unit and gains commitment for these goals from his team.

<p>9. Dispute Resolution</p> <p>The ability to deal effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.</p>	<ul style="list-style-type: none"> Establishes a clear and compelling rationale for resolving conflict; Collects information from relevant sources to understand conflict; and Understands conflict resolution methodology and processes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3.
<p>10. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem-solving approach and provides rationale for proposed solutions; Determines root causes of problems and evaluates whether solutions address root causes; Demonstrates objectivity, thoroughness, and probing 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> behaviours when approaching problems; <ul style="list-style-type: none"> Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution. 	<ul style="list-style-type: none"> Puts preventative measures in place to ensure that problems do not recur in the future; and Anticipates problems and strategises to counteract potential impact. 	<p>consultation with the stakeholders.</p>	
<p>11. Negotiation</p> <p>The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p>	<ul style="list-style-type: none"> 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. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Wins concessions without damaging relationships; Can be direct, but still maintains a high degree of diplomacy and politeness; 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. 	<p>Demonstrates competencies from levels 1 and 2;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Establishes clear mandate and strategy for negotiations.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others and convinces 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> Convinces others of his ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Relates to people at all levels of the municipality; and Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> others of his/her ideas without suppressing their views. 	<ul style="list-style-type: none"> in proposals where it is merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> accurately restate their opinions, even when not in agreement; and Aware of how people and municipality function.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Professional in interaction with the general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Engages effectively with the general public and community representatives. 	<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Establishes a collaborative relationship with the community; and Manages community expectations within financial, technical and capacity constraints. 	

<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; and • Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands the client's issues and seeks information about their current and future requirements; • 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.). 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Manages the customer centric service delivery implementation strategy.
<p>PERSONAL COMPETENCIES</p>				
<p>1.Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Relentlessly pursues project objectives; • Sets and meets challenging goals; and • Displays a drive to do things better. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Relentlessly drives deliverables against projects in various programmes

<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Accepts criticism about performance in stride, while maintaining work standards; and • Shows emotional resilience and handles difficult situations effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1; • Stays calm and focussed under pressure; and • Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Continues to attempt to improve, despite setbacks or other constraints; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Learning orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice. 	<ul style="list-style-type: none"> • 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.

<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Seeks ongoing support for own limitations (e.g. from coach, mentor, peers and research). • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Promotes a transparent and accountable municipal administration.
<p>MANAGEMENT/LEADERSHIP COMPETENCIES</p>				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional; • Commands respect from peers and subordinates and stakeholders; and • Convinces management of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Shares information and collaborates easily with others; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); Creates strong morale/team spirit. 	<ul style="list-style-type: none"> Tacitly confronts and corrects others when necessary; Demonstrates calm around adversity; and Is called upon to mediate conflicts and disagreements <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Shows a strength of character maintaining performance under duress and pressure. <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Builds team spirit and cohesion across function boundaries in the respective disciplines.
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Actively involved in the retention and development of talent within the municipality.

		<ul style="list-style-type: none"> • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages self-reliance and allows staff to make and learn from mistakes. 	<p>implements development plans, outlining specific performance measures.</p>	
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PROPERTY MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These a guide and therefore not limited to)	<ul style="list-style-type: none"> • Property Management Officer • Property Officer • Property Inspector 	<ul style="list-style-type: none"> • Operational Manager: Property Management • Senior Property Management Officer • Senior Property Officer • Senior Property Inspector 	<ul style="list-style-type: none"> • Assistant Manager: Property Management • Principal Property Management Officer • Principal Property Officer • Principal Property Inspector • Specialist: Acquisitions • Specialist: Leases • Specialist: Disposals 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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;

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 2 - 5 years' relevant experience 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience 	<ul style="list-style-type: none"> 8 years or more relevant experience in Property Management at middle management 	<ul style="list-style-type: none"> 8 years or more experience in Property Management at middle/senior management
QUALIFICATION	<ul style="list-style-type: none"> A relevant post matric qualification, preferably a Certificate/ Diploma or equivalent in Property Management / Build Environment or related; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant post matric qualification, preferably a Certificate/Diploma / B degree in Property Management / Build Environment or related; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant tertiary qualification, preferably a Diploma/B degree in Property Management/ Build Environment or related; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant tertiary qualification, preferably a Diploma/B degree in Property Management/ Build Environment or related; and Computer literacy: MS Office.
COMPETENCY LEVELS				
	1	2	3	4

CORE PROFESSIONAL COMPETENCIES					
<p>1. Influencing</p> <p>The ability to interact with others and influence them to adopt the best alternative from a range of options.</p>	<ul style="list-style-type: none"> • Interacts with various clients / stakeholders on a daily basis; and • Answers basic questions politely and helpfully. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Gives options for client / stakeholders actions from a range of actions available; and • Follows through on option selected by client / stakeholder within confines of laid down procedure. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 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. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Technical Communication</p> <p>The ability to convey technical information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Is pro-active in dealing with all asset management situations and displays initiative – responding quickly to issues; • Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders; • Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness; and • Ensures all communication is coordinated and integrated - not fragmented. 	

<p>3. Organisational Awareness Demonstrates an awareness of the Municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the Municipality.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of how the municipality works; • Is aware of the municipality's goals and objectives; and • Is diplomatic and tactful. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>4. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity.</p>	<ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines when solving problems; • Knows when to refer problems to superior for resolution; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Demonstrates an intuitive grasp of issues and is able to link information; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates the ability to break down complex problems into

<p>Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems. 	<ul style="list-style-type: none"> Demonstrates logical, analytical reasoning and conceptual understanding; Is able to question and probe deeply about issues, using tact and diplomacy; Demonstrates competency in following through and continue with a line of questioning until the situation is completely understood; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution 	<ul style="list-style-type: none"> 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. 	<p>manageable parts and identify solutions;</p> <ul style="list-style-type: none"> Anticipates situations and 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				
<p>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.</p>	<ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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.

<p>2. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p>	<ul style="list-style-type: none"> Ensures proper records of financial affairs and transactions. 	<ul style="list-style-type: none"> Complies with budgetary requirements. Demonstrates competencies from level 1; <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems. Demonstrates competencies from level 1 and 2; <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; <ul style="list-style-type: none"> Aligns expenditure to budgets and cash flow projections; Follows billing and payment practices as set out by the municipality. Where service providers do not conform to standard accounting practices – some flexibility may need to be exercised – although checks must be applied in all instances.
<p>3. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy; and Able to conduct basic data analysis. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; <ul style="list-style-type: none"> Able to analyse complex data through the creation of spreadsheets and databases; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; <ul style="list-style-type: none"> Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; <ul style="list-style-type: none"> Establishes what needs to be monitored; Develops monitoring systems that are easy to use and provide data that is relevant and timely;

		<ul style="list-style-type: none"> • Able to summarise conclusions to analysis in order to propose certain trends. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Implements tracking systems; and • Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly.
<p>4. Technology Usage</p> <p>Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role; and • Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the department. 	<ul style="list-style-type: none"> • Demonstrates competencies from 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Aware of best practice and tools required to achieve this; • Keeps up to date with current developments and trends; and • Encourages continual update and development of new skills with regard to technology usage.

PUBLIC SERVICE ORIENTATION COMPETENCIES

<p>1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Researches needs of clients; • Consults clients and stakeholders on ways to improve the delivery of services; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Establishes a collaborative relationship with the community; • Speaks effectively on service delivery matters as required; • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and • Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information.
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; and • Communicates effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Acknowledges contributions of others; • Accurately captures others' expectations, ideas and concerns; and 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Negotiates skillfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships.

<p>3. Communication</p> <p>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.</p>	<ul style="list-style-type: none"> Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon; Ensures that communication has clear purpose; Ensures that communication is factual, accurate and provided on time; Communicates information in an interesting way; 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. 	<ul style="list-style-type: none"> Encourages and considers inputs of others. 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. 	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders. 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. 	<ul style="list-style-type: none"> 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.
<p>4. Client Orientation and Customer Focus</p>	<ul style="list-style-type: none"> Understands the range of clients to be served; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3;

<p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.). 	<ul style="list-style-type: none"> Demonstrates 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				
<p>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.</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2.Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his/her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3.Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary; develops a change implementation strategy.
<p>4.Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and • Determines root causes of problems and evaluates whether solutions address root causes. 	<p>action to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates objectivity, thoroughness, and 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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					
<p>1. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers the team in setting and achieving goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Builds team spirit and cohesion across functional areas; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and 	

			<ul style="list-style-type: none"> • Shares information and collaborates easily with others. • 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. 		<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Monitors the management of multiple tasks and balances priorities and conflicts between tasks; • 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. 	<ul style="list-style-type: none"> • Draws on diverse backgrounds, skills and knowledge of team members. • 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.
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals; and • Good at establishing clear direction. 					
<p>3. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional; • Is respected by peers and subordinates; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Motivates subordinates to accomplish tasks and missions; 			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Persuades political heads to adopt and implement results/outcomes of project; and 	

<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Convinces seniors and executives of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> • Influences others effectively using a number of techniques; and • Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Appears confident (authoritative & credible) when addressing formal meetings and/or the media.
<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the municipality; • Understands municipal needs and formulates and implements development plans, outlining specific performance measures; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and

		handle new or difficult situations.	productive way in the work environment.	<ul style="list-style-type: none">• Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.
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QUANTITY SURVEYOR COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> • Trainee Quantity Surveyor • Graduate Quantity Surveyor 	<ul style="list-style-type: none"> • Quantity Surveyor • Land Surveyor • Construction / Building Surveyor 	<ul style="list-style-type: none"> • Senior Quantity Surveyor • Senior Land Surveyor • Senior Construction / Building Surveyor 	<ul style="list-style-type: none"> • Principal Quantity Surveyor • Principal Land Surveyor • Principal Construction / Building Surveyor 	<ul style="list-style-type: none"> • Chief Quantity Surveyor • Chief Land Surveyor • Chief Construction / Building Surveyor
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> • Performs junior surveying tasks under supervision / mentorship of a surveyor; and • May be part of a structured training program. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Involved in activities that is typically complex in nature; • Applies an integrated body of knowledge; and • Works independently with a degree of guidance. 	<ul style="list-style-type: none"> • Involved in more complex professional surveying functions; • Works independently; and • May supervise and mentor more junior surveyors. 	<ul style="list-style-type: none"> • Participates in plans and leads complex projects; • Works independently; and • Supervise and coordinate more junior surveyors and direct reports.
EXPERIENCE	<ul style="list-style-type: none"> • No experience required; and • Preference of Graduates to complete 2 / 3 years' practical work under the supervision of a 	<ul style="list-style-type: none"> • 2 – 3 years' relevant experience required. 	<ul style="list-style-type: none"> • 3 - 5 years' relevant experience required. 	<ul style="list-style-type: none"> • 5 - 8 years' relevant experience required. 	<ul style="list-style-type: none"> • 8 years' or more relevant experience required.

	qualified quantity surveyor.					
	<ul style="list-style-type: none"> A relevant tertiary qualification preferably a BSc Quantity Surveying or B degree or National Diploma; and Preference of a Professional ability test / APC. 	<ul style="list-style-type: none"> A relevant tertiary qualification preferably a BSc Quantity Surveying; B-Tech or Bachelor of Technology; Bachelor of Construction Management; and Preference of a Professional ability test / APC. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Contextualise project delivery in line with organisational plans; and Contributes to the options analysis. 	

<p>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.</p>	<ul style="list-style-type: none"> • Understands how the business unit functions; • Basic knowledge about the municipality; • Basic knowledge of the local government environment; • Knowledge of the municipality's priorities and goals; • Operates within of the municipality's policies and procedures; and • Aware of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Contributes to costing and financial analysis. 	<ul style="list-style-type: none"> • tailors engineering solutions to meet the needs of the community / stakeholders; and • Considers institutional arrangements and capacities in planning and proposing engineering solutions. 	<ul style="list-style-type: none"> • Evaluates alternative options. 	
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and is able to communicate the municipality's priorities and goals; • In-depth knowledge of 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Contributes to shaping the departmental specific goals and priorities; • Well-developed knowledge of relevant municipal legislation; and • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; • Contributes to shaping the Directorate / Municipality's policies and procedures; • In-depth knowledge of relevant municipal legislation; and • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> • 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. 	

<p>3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensures that all information is available in the preparation of documentation. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Ensures that quality and flawless reports are submitted into the committee system.
FUNCTIONAL COMPETENCIES					
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Manages multiple programmes; and Prioritises multiple resources to meet competing deadlines. 	<ul style="list-style-type: none"> 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.
<p>2. Construction Knowledge of construction and maintenance processes, monitors compliance to design</p>	<ul style="list-style-type: none"> Knowledge of construction and maintenance processes; Monitors compliance to design 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; In-depth knowledge of construction and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Allocates resources (Labour, material, equipment) to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Manages multiple maintenance and construction projects; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Able to use discretion in situations of

<p>specifications, health and safety regulations, communicates in appropriate style in the supervision of construction workers.</p>	<ul style="list-style-type: none"> • specifications, health and safety regulations; and Communicates in appropriate style in the supervision of construction workers. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Manages Programme budgets and schedules; and Negotiates with client departments and stakeholders. 	<ul style="list-style-type: none"> • deviation from design assumptions; Manages corrective action; and Manages client departments and contractors.
<p>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.</p>	<ul style="list-style-type: none"> • Compiles tender and contract documents for basic infrastructure, under supervision. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Prioritises design in terms of budget availability. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Recognized nationally and internationally as a specialist in his field of researches / new technologies.

PUBLIC SERVICE ORIENTATION COMPETENCIES						
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of his ideas without suppressing their views; • Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; • Negotiates skilfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Sensitive to how people and municipalities function. 	
	<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; • Demonstrates effective oral and written communication; and • Able to impart knowledge, ideas and concepts through oral, written and visual means. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises in a logical manner; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> Provides 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; and Speaks effectively on matters to all stakeholders.
PERSONAL COMPETENCIES					
<p>1. Action Orientation and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in the individual's ability to stay focused on task, to be</p>	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; and Sets challenging goals for self and for the team.

energetic, persistent and reliable.			<ul style="list-style-type: none"> • Successfully completes projects with time and budget allocations. 		
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Stays calm and focussed under pressure; • Controls his / her emotions; and • Maintains work standards. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; and • Proactively searches and effectively manages situations detected in the immediate environment that impact self and others.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Recognises when change is necessary, develops a change implementation strategy.

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and; Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Coaches and mentors others, sharing knowledge and experiences with others; and Promotes best practice. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4; Is networked within the industry; and Creates a learning environment for staff.
<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, and insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4; Deals with high levels of complexity and clarifies issues for others Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and

	whether solutions address root causes.	Looks beyond the obvious and does not stop at the first solution.	parts and identify solutions.	<ul style="list-style-type: none"> • Puts preventative measures in place to ensure that problems do not recur in the future. 	<ul style="list-style-type: none"> • Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4; and • Promotes transparent and accountable municipal administration.
MANAGEMENT / LEADERSHIP COMPETENCIES					
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Motivates and inspires others; and • Establishes support and projects authority and credibility. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; and • Uses influence to achieve objectives.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Builds team spirit and cohesion across function boundaries in the respective departments; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and • Draws on diverse backgrounds, skills and knowledge of team members. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4; • Ensures a positive climate within teams; and • Manages team members in setting and achieving goals.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Good at establishing clear direction. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 1 to 4; • Organises resources and inspires others towards focused performance.

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals abilities and self-confidence; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> Registration Clerk Registry Clerk Records Clerk 	<ul style="list-style-type: none"> Senior Registration Clerk Senior Registry Clerk Senior Records Clerk Principal Registry Clerk Principal Records Clerk 	<ul style="list-style-type: none"> Administration Officer Senior Administration Officer Chief Registry Officer Chief Records Officer 	<ul style="list-style-type: none"> Records Manager
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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;

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 framework within which an office functions.
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					framework within which an office functions.
EXPERIENCE	<ul style="list-style-type: none"> 1 years' experience; and Experience in the fields of paper-based and electronic records management. 	<ul style="list-style-type: none"> 1 - 3 years relevant administrative experience; and Experience in the fields of paper-based and electronic records management. 	<ul style="list-style-type: none"> 3 - 5 years relevant experience; and Experience in the fields of paper-based and electronic records management. 	<ul style="list-style-type: none"> 5 - 8 years' experience in middle management; and Experience in the fields of paper-based and electronic records management. 	
		<ul style="list-style-type: none"> Grade 12; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> Grade 12; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> Grade 12; Computer literacy: MS Office; and A relevant qualification preferably a Higher Certificate: Archives & Records Management. 	<ul style="list-style-type: none"> 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.
QUALIFICATION					
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.	<ul style="list-style-type: none"> Basic reading and writing abilities for sorting files, records and documents; Transmitting facsimile copies to specific destinations and recording transmission details; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Insert acknowledgement of receipt on incoming mail, stamping and reflecting circulation details; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Reports as needed by Management; Demonstrates written communication skills by using 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Ensures that recordkeeping is component of strategic and operational plans; Develop rules for recordkeeping and resolves 	

	<ul style="list-style-type: none"> • Able to follow basic instructions as contained in written communication; and • Able to respond in writing to basic types of communication. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • appropriate vocabulary and terminology; and • Edits documentation and organizes complex information to facilitate understanding. 	<ul style="list-style-type: none"> • records management issues; and • Demonstrates high level written communication skills.
<p>2. Oral Communication</p> <p>The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> • Receiving of verbal instructions from immediate superior on work programmes and priorities related to specific departments; and • Seek approval and execute sequences to facilitate the archiving and disposal of obsolete records. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provide guidance and give clear instructions with regard to daily functions within the office; and • Report issues with regard to workflow to superior as and when necessary. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Give clear instructions to subordinates on work schedules with regard to daily workflow. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Articulates complex matters well when communicating to diverse audiences.
<p>3. Attention to detail</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>4. Advice and Guidance</p> <p>Ability to effectively offer advice and guide others on key</p>	<ul style="list-style-type: none"> • Relevant at a small scale as relating to collection, receiving and capturing of records. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Provides guidance, shares knowledge and information with junior staff and peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Advise users how to meet their recordkeeping requirements; 	<ul style="list-style-type: none"> • Demonstrates competencies of levels 1 to 3; • Liaise with senior management, peers, PAIA Officers, in order to develop

<p>requirements / compliance matters and technical issues.</p>			<ul style="list-style-type: none"> Advise on technical issues related to records management; and Guide users on effective recordkeeping practices. 	<p>relationships and communication channels;</p> <ul style="list-style-type: none"> Advise the organization on record keeping responsibilities; and Represent the organization in the records management community.
<p>5. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p>	<ul style="list-style-type: none"> Understands how the business unit functions; Has basic understanding of the municipality, its priorities and goals; Aware of policies and procedures and works in strict accordance within those parameters; and Aware of issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the organizational hierarchy, approval processes, committees and structures; Understands the roles and responsibilities of each of the other units within his / her department and how they relate to the functional unit; Is aware of the municipality's goals and priorities; and Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Understands and internalizes municipality's goals and priorities; Has in-depth knowledge of municipality's policies and procedures; and Understands local government. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Understands the department's service delivery mandate and how his / her unit supports the department in fulfilling that mandate; Understands the broader political imperatives associated with municipal service delivery; and Is able to make meaningful contribution and comment on organizational and operational policies and processes.
<p>6. Computer Literacy Displays a level of literacy in an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> Displays basic knowledge of MS Outlook; and Job card systems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to use PC to draw up operational work plans and processes; Able to use PC to collate progress reports; Able to use procurement and ordering systems; Able to enter and analyze data using a range of computer 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2.

		<p>packages according to set procedures; and</p> <ul style="list-style-type: none"> • Able to identify new electronic tools to improve work efficiencies. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>7. Managing Work</p> <p>Effectively manages own time and available resources and tools to ensure that work is completed and on time.</p>	<ul style="list-style-type: none"> • Performs tasks on verbal and written instructions to acceptable standards. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Ensures that correspondence files and records are maintained, circulated and retrieved in accordance with laid down procedures. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Clearly communicate expectations to subordinates; • 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. 	<ul style="list-style-type: none"> • 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.
<p>1. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p>	<ul style="list-style-type: none"> • Understands the principles and theory underpinning the specific profession; • Has the ability to identify task specific problems and analyze all factors that influence the solution; • Able to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; • Able to assess practicality of technical specifications for systems and process requirements; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2; and • Able to make judgement decisions on issues falling outside of the operating rules and procedures. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Anticipates events, situations and incidents that may impact on the operations in the office.

<p>2. Information management The gathering and analysis of data and the management thereof utilising various techniques.</p>	<p>during the problem investigation; and</p> <ul style="list-style-type: none"> • 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. • Able to sort and distribute files to different department / employees. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence; • Keeps commitments and promises in undertaking tasks and meeting deadlines; and • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Researches needs of clients; • Consults clients and stakeholders on ways to improve the delivery of services; and • Acts professionally in interaction with clients and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Ensures all follow-up activities are completed; • Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards; and • Creates a climate of service delivery excellence for unit. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Ensures that all communication with stakeholders is a two-way process; • Ensures that technologies and systems designed to support service delivery and client needs are monitored and updated; • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and

<p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Is able to establish rapport and gets on with others; and • Communicates effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Acknowledges contributions of others; and • Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Accurately captures others' expectations, ideas and concerns; • Encourages and considers inputs of others; and • Convinces others of ideas without suppressing their views. 	<ul style="list-style-type: none"> • Consults and utilises international best practices on service delivery innovation. • Demonstrates competencies from levels 1 to 3; • Acknowledges merits in others' arguments and incorporates proposals where merited; • Negotiates skillfully in tough situations with both internal and external stakeholders; • Wins concessions without damaging relationships; • Is able to be direct and forthright as well as diplomatic and tactful; • Handles sensitive one-on-one discussions effectively (does not disclose sensitive information); and • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
<p>3. Client orientation and customer focus Understands the service needs of a client / customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Takes personal responsibility for providing excellent service quality; and • Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Supports others to take personal responsibility to deliver excellent customer service; • Understands the client's issues and seeks information about their current and future requirements; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Maintains clear communication with clients regarding mutual expectations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions; • Recognises individuals and areas that are demonstrating behaviours

exceeding client needs in a timely and appropriate manner.		<ul style="list-style-type: none"> Takes specific and sustained action to implement the client service vision. 		<ul style="list-style-type: none"> and outcomes consistent with the client service vision; and Ensures response times are quick.
PERSONAL COMPETENCIES				
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Pushes self and motivates others for results. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Sets challenging goals; and Displays a drive to do things better. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Successfully completes projects with time and budget allocations.
<p>2. Resilience</p> <p>The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
<p>4. Cognitive ability</p> <p>The ability to gather information, analyse issues and deal with</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3;

<p>complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Works within a relatively structured environment. 	<ul style="list-style-type: none"> Develops new ways to solve problems. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
<p>5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> 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				
<p>1. Leadership The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Provides guidance to others and focuses on successful completion of objectives; and Motivates self and others to produce quality work within deadline. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Sets out work for others in a well-planned and clear manner; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary; Puts in place effective controls and monitoring processes to keep informed of issues and results; and Inspires staff with own behaviour – 'walks the talk'. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Is forward thinking and produces innovative ideas; Defines roles and responsibilities for team members and clearly communicates expectations; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Grasps and articulates the big picture and its implications; and Maintains a clear focus on the long-term goals and

	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional; and • Is respected by peers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Motivates colleagues to accomplish tasks and missions; • Influences others effectively using a number of techniques; and • Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; • Tactfully confronts and corrects others when necessary; • Demonstrates calm around adversity; and • Motivates service providers to accomplish tasks. 	<p>produces more than one way of getting there.</p> <ul style="list-style-type: none"> • Demonstrates competencies from 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.
<p>2. Impact and influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Listens to and fully involves others in team decisions; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; 	<ul style="list-style-type: none"> • 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
<p>3. Team orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>				

<p>4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers; • Understands own limitations; and • Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Anticipates mistakes and freely offers assistance without being overbearing; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Draws on diverse backgrounds, skills and knowledge of team members; • Builds team spirit and cohesion within the unit; and • Creates strong morale / team spirit. 	<ul style="list-style-type: none"> • 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.
			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Empowers others and distributes the workload appropriately; • Encourages self-reliance and allows staff to make and learn from mistakes; and • Sets challenging tasks that stretches individuals' abilities and self-confidence. 	<ul style="list-style-type: none"> • 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.

				<ul style="list-style-type: none"> • various treated and untreated water; • Collection of samples from groundwater and industrial effluent; • Boat sampling (including vleis 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.
			<ul style="list-style-type: none"> • boreholes, wetland, pond and vleis, coastal marine surf zones, and stormwater); • Boat sampling (including vleis 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. 	<ul style="list-style-type: none"> • 3 - 5 years' experience in a similar field; • Skipper's licence; and • Swimming competency.
				<ul style="list-style-type: none"> • 1 - 3 years relevant experience in a similar field; • Skipper's licence; and • Swimming competency.
				<ul style="list-style-type: none"> • Up to 1 year relevant experience.
				<ul style="list-style-type: none"> • No experience required.
				EXPERIENCE

QUALIFICATION	<ul style="list-style-type: none"> • Matric with Biology; Mathematics and Physical Science subjects; • Computer Literacy; and • Code EB Drivers licence. 	<ul style="list-style-type: none"> • Matric with Biology; Mathematics and Physical Science subjects; • Computer Literacy; and • Code EB Drivers licence. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Participates in planning by compiling, collating from research, surveys and studies. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Knowledge of what, where, how and when samples are to be taken. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Coordinates planning activities with regard to Sampling; and • Understands the needs of sampling to meet the needs of the community and legal requirements. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Evaluates alternative Sampling options; 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.	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Checks work of subordinates for errors and omissions before submission; • Ensures all details of a task are accomplished; and • Checks against standards and regulations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Maintains a project checklist covering all detail which might be overlooked; and • Ensures that all information is available in the preparation of documentation. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Monitors projects and programmes; • Checks against standards and regulations and signs off on documents; and 	

	<ul style="list-style-type: none"> Basic awareness of what constitutes a chemical or mechanical hazard. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Identification of Chemical hazards: Water pollution, Dumps, Harmful chemicals, Toxic / flammable gases, wastes; and Identification of Mechanical hazards: Faulty Sampling Tools / equipment, trapping, crushing, ejected parts. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Awareness of Legal problems: Sites of Special Scientific Interest, Conservation areas, etc. 	<ul style="list-style-type: none"> Accurately reviews documents and edits documents created by others. 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.
<p>3. Safety Awareness</p> <p>Ability to use common sense to reduce risks at working environment.</p>	<ul style="list-style-type: none"> Basic computer literacy; and Takes part in a training programme on the use of relevant software packages. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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.
<p>4. Information Technology</p> <p>Ability to use information technology principles and techniques to build programmes within the GIS environment.</p>	<ul style="list-style-type: none"> Awareness of the IOS 17025 process within which functions are being performed. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3;
<p>5. Quality Orientation</p>	<ul style="list-style-type: none"> Awareness of the IOS 17025 process within which functions are being performed. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3;

<p>Ability to ensure high quality output and to follow sampling processes and procedures.</p>		<ul style="list-style-type: none"> Completed ISO 17025 training course or equivalent. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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				
<p>1. Data Capture</p> <p>Ability to collect, capture and exchange data from various formats and sources.</p>	<ul style="list-style-type: none"> Basic application of sampling instruments; May participate in a structured sampling training programme; and Basic survey level participation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Operations and Maintenance</p> <p>The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p>	<ul style="list-style-type: none"> Basic knowledge of technical specifications of elements within a system; and Understands operating rules and procedures for sampling instruments. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes in long term planning and forecasting of sampling operation requirements; Considers the financial, social, economic and environmental implications; 	<ul style="list-style-type: none"> 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;

		<ul style="list-style-type: none"> Identifies and escalates health, safety and environmental risks; and Participates in the development of routine and scheduled maintenance programmes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the Municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others; and Serve as a liaison officer between employer and the customers and public. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; 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. 	<ul style="list-style-type: none"> 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.

<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Captures advanced issues clearly and concisely; • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises discussions in logical manner; • Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Develops communications geared for various audiences; • 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs in sector plans; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Speaks effectively on service delivery matters to stakeholders.
PERSONAL COMPETENCIES				
<p>1.Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay</p>	<ul style="list-style-type: none"> • Shows enthusiasm to take on new projects; • Willing to take on new challenges; • Is a self starter; and • Completes tasks. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Drive to meet deadlines; and • Initiates contact with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relentlessly pursues project objectives; • Pushes self and motivates others for results; • Sets challenging goals; and 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Successfully completes projects with time and budget allocations.

focused on tasks, to be energetic, persistent and reliable.				<ul style="list-style-type: none"> Displays a drive to do things better. Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Proactively searches the environment to detect situations which might cause setbacks or failures.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focused under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy. 	
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
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'.	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; 	

<p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor). 	<ul style="list-style-type: none"> Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes. 	<ul style="list-style-type: none"> Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.
MANAGEMENT / LEADERSHIP COMPETENCIES				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organized manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individual's abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • 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. 	<p>successful completion of objectives; and</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance. • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the 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)	<ul style="list-style-type: none"> Graduate Trainee: Scientist 	<ul style="list-style-type: none"> Scientist: Microbiologist / Biotechnologist / Chemist / Environmentalist / Ecologist / Botanist / Zoologist / Statistician / Other Scientists 	<ul style="list-style-type: none"> Senior Scientist: Microbiologist / Biotechnologist / Chemist / Environmentalist / Ecologist / Botanist / Zoologist / Statistician / Other Scientists 	<ul style="list-style-type: none"> Principal Scientist: Microbiologist / Biotechnologist / Chemist / Environmentalist / Ecologist / Botanist / Zoologist / Statistician / Other Scientists "Section Head"
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> Participates in performing complex scientific tasks under supervision / mentorship of a scientific practitioner; and May be part of a structured training program. 	<ul style="list-style-type: none"> Contributes to various professional Scientific functions; Some degree of independence but primarily works under guidance and supervision; and Could assist superiors in providing specialist advice to clients. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Manages professional teams and complex Scientific functions; Works independently; and May supervise and mentor junior scientific personnel.
EXPERIENCE	<ul style="list-style-type: none"> Basic Undergraduate laboratory training. 	<ul style="list-style-type: none"> 0–2 years' relevant work or scientific research experience. 	<ul style="list-style-type: none"> 2–5 years of relevant experience post professional registration or 2-5 years post graduate research experience (i.e. MSc research Thesis). 	<ul style="list-style-type: none"> 5-8 years of relevant experience post professional registration.
QUALIFICATION	<ul style="list-style-type: none"> Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Relevant 4 year tertiary qualification preferably in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental or other related Science qualification; 	<ul style="list-style-type: none"> Relevant 4 year tertiary qualification preferably in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental or other related Science qualification;

COMPETENCIES					
COMPETENCY LEVELS					
	1	2	3	4	
		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.	
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.	<ul style="list-style-type: none"> Participates in planning by compiling, collating information from research, surveys and studies; Analyses information to support feasibility studies and the requirements of the Integrated Development Plan (IDP) and the Growth and Development Strategy (GDS); and Contributes to the compilation of feasibility studies for complex scientific problems and research. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Contributes to the development of complex monitoring tools for the analysis of information; Conceptualizes options; Contributes to analysis of the socio-economic impacts of the environmental developments; Contributes to Scientific Research studies and implementation; and Responsible for the maintenance schedule for instruments. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages and integrates the planning of junior scientific personnel; Initiates and conducts Scientific Research and investigate environmental problems; Ensures and undertakes detailed analysis of options; Analyses costs and financial implications for capital projects and operations and maintenance; Understands the needs of the community and provide scientific solution to meet the needs of the community; and Considers institutional arrangements and capacities in planning and proposing scientific solutions to meet community needs. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; 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	<ul style="list-style-type: none"> Understands how the business unit functions; Basic knowledge about the municipality; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands and is able to communicate the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the Directorate / Municipality's 	

<p>sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> 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. 	<p>municipality's priorities and goals;</p> <ul style="list-style-type: none"> In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to local government within specific functional area; and Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges. 	<p>sector specific goals and priorities;</p> <ul style="list-style-type: none"> Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.
<p>3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Monitor Scientific projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.
<p>4. Use of Technology The ability to utilise technology in the workplace to optimise functioning of Scientific Services.</p>	<ul style="list-style-type: none"> Assist with the operation of instruments used for environmental monitoring and Lab analysis. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Operate instruments used for environmental monitoring and laboratory analysis. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Manages and maintains monitoring instruments required for mandated service delivery.

FUNCTIONAL COMPETENCIES			
<p>1. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other Scientific tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Participates in the development of a clear project brief; Prepares, co-ordinates and monitors a project initiation programme; Participates in the assigned tasks to the agreed standards (completes work within the scope of the TOR); Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures compliance with budgetary requirements. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages the inputs of subordinate Scientific personnel; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages multiple projects to agreed standards; Prioritises multiple resources to meet competing deadlines; Agrees requirements and preferences, assessing user needs and options; Establishes project brief, objectives, priorities, constraints, assumptions and methodologies; Finalizes and approves project documentation and Scientific research programme; and Manages multiple project schedules, resources and budgets.
<p>2. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas, keeping up with current developments and trends in areas of expertise.</p>	<ul style="list-style-type: none"> Demonstrates basic understanding of natural science; and Participate on Scientific Research activities including site visits and data collection. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Perform scientific activities such as investigation of environmental pollution etc.; and Undertake Scientific Research. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Initiate and Conduct research to stay abreast of recent practices in water treatment.
<p>3. Data Processing & Analysis</p> <p>Ability to process data and propose business improvements in the way in which it is processed.</p>	<ul style="list-style-type: none"> Assists during environmental monitoring programme in order to meet legal requirements; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Participates in environmental monitoring programme in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Manages scientific research.
<p>1. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other Scientific tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> Participates in the development of a clear project brief; Prepares, co-ordinates and monitors a project initiation programme; Participates in the assigned tasks to the agreed standards (completes work within the scope of the TOR); Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures compliance with budgetary requirements. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages the inputs of subordinate Scientific personnel; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages multiple projects to agreed standards; Prioritises multiple resources to meet competing deadlines; Agrees requirements and preferences, assessing user needs and options; Establishes project brief, objectives, priorities, constraints, assumptions and methodologies; Finalizes and approves project documentation and Scientific research programme; and Manages multiple project schedules, resources and budgets.
<p>2. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas, keeping up with current developments and trends in areas of expertise.</p>	<ul style="list-style-type: none"> Demonstrates basic understanding of natural science; and Participate on Scientific Research activities including site visits and data collection. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Perform scientific activities such as investigation of environmental pollution etc.; and Undertake Scientific Research. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Initiate and Conduct research to stay abreast of recent practices in water treatment.
<p>3. Data Processing & Analysis</p> <p>Ability to process data and propose business improvements in the way in which it is processed.</p>	<ul style="list-style-type: none"> Assists during environmental monitoring programme in order to meet legal requirements; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Participates in environmental monitoring programme in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Manages scientific research.

	<ul style="list-style-type: none"> 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. 	<p>order to meet legal requirements;</p> <ul style="list-style-type: none"> 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. 	<p>operational changes where required;</p> <ul style="list-style-type: none"> 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. 	<p>water works, wastewater plants, air quality analysis, etc.</p>
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the Municipality; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful;

		<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Aware of how people and Municipality function.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Contributes to assignment / reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organizes and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organizes discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, 	<ul style="list-style-type: none"> 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.

PERSONAL COMPETENCIES			
			technical and capacity constraints.
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self starter. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others. 	<ul style="list-style-type: none"> 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.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focused under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Recognises when change is necessary, develops a change implementation strategy.
<p>4. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of</p>	<ul style="list-style-type: none"> Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and

consequences and implications. Is able to see the 'Bigger Picture'.			<ul style="list-style-type: none"> Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions. 	<ul style="list-style-type: none"> Considers alternatives.
<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice. 	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognizes and respects the value of diverse views; and

<p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organized manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Good at establishing clear direction. 	<ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. Demonstrates competencies from level 1 to 3; Able to translate Directorate / 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.
<p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individual's abilities and self-confidence; and Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> Demonstrates competencies from 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Municipality; Understands Municipality needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and

				<ul style="list-style-type: none">• Understands requirements for professional development of staff.	<ul style="list-style-type: none">• 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
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> Assistant Social Development Facilitator 	<ul style="list-style-type: none"> Social Development Facilitator 	<ul style="list-style-type: none"> Senior Social Development Facilitator 	
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Relevant specialist knowledge and experience in the areas of: <ul style="list-style-type: none"> Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; and Knowledge of legislation such as MFMA applicable to local government as well as municipality policies, processes and procedures relating to accountability and procurement procedures. 	<ul style="list-style-type: none"> Relevant specialist knowledge and experience in the areas of: <ul style="list-style-type: none"> Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; and Knowledge of legislation such as MFMA applicable to local government as well as municipality policies, processes and procedures relating to accountability and procurement procedures. 	

EXPERIENCE	Between 1-3 years relevant experience required.	Between 3-5 years relevant experience required.	More than 5 years relevant experience required.
<p>QUALIFICATION</p>	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> 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
CORE PROFESSIONAL COMPETENCIES			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative in suggesting possible solutions to certain problems; Knows when to refer problems to the supervisor for resolution; and Follows up with referral process. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Demonstrates logical, analytical reasoning and conceptual understanding; Draws on experience and strong general knowledge and shows ability to ask probing questions in order to understand user needs; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.
<p>2. Organisational Awareness Understands the key drivers in the sector and the municipality and to</p>	<ul style="list-style-type: none"> Has basic knowledge about the municipality and Social Development facilitation processes; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the service delivery function's 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Understands and experience with municipal /

<p>apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> • Able to understand service delivery dynamics within the social development context. 	<ul style="list-style-type: none"> • dynamics and the relationship with other pertinent areas within the municipality; and • Contributes toward addressing the municipality's service delivery challenges. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Ensures all details of a task are accomplished; • Completes administrative tasks accurately and proffers own work to identify errors or omissions; and • Follows through with issues and can be relied upon to meet deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • 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. 	
<p>4. Monitoring and Controlling The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the</p>	<ul style="list-style-type: none"> • Able to coordinate projects and monitor progress towards milestones and related deadlines; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Establishes a system to follow up on projects / tasks / assignments; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Establishes a system to ensure delivery of projects / tasks / assignments; 	

<p>assigned individual and the characteristics of the assignment or project.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>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.</p>	<ul style="list-style-type: none"> Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and Measures progress and monitors performance and results. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Develops integrated plans for the work unit and others that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; Able to foster partnership agreements that ensures win – win outcomes for all parties; and Projects and forecasts short, medium and long 	

			developmental assignments and collaborative funding to achieve results; <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Able to support initiatives and co-operates willingly in the execution of tasks and duties. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Displays personal interest in the well-being of colleagues; and Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 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	<ul style="list-style-type: none"> Initiates and implements the Directorate / Department crosscutting projects and programmes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; and 	

<p>Understands and applies a practical and / or theoretical body of knowledge within the Social development discipline, in order to give effect to the role and mandate of the function.</p>	<p>aimed at improving service delivery, utilizing project; and</p> <ul style="list-style-type: none"> Manages principles in support of the management by project methodology. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	

<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Responds to questions with accurate and complete answers; • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement. <p>Communicates effectively with people at all levels within the Municipality, and</p> <ul style="list-style-type: none"> • Listens well and is receptive and encourages participation and mutual understanding. 	<ul style="list-style-type: none"> • Shows confidence in engagement with internal and external stakeholders; and • Demonstrates assertiveness. • 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. 	<p>situations with both internal and external stakeholders; and</p> <ul style="list-style-type: none"> • Able to maintain diplomatic relationships. 	
			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Able to communicate with the media without compromising the integrity of the municipality; • Demonstrates an ability to read situations and interest positions and to respond appropriately; and • Able to use language and style to capture the attention of the audience. 	

<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands and articulates community needs in sector plans; • Is able to quantify community needs and evaluate their implications for the municipality; • Manages community expectations within financial, technical and capacity constraints; and • Demonstrates eloquence on service delivery matters to stakeholders and the public. 	
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands the client's issues and seeks information about their current and future requirements; 	

		<ul style="list-style-type: none"> Ensures personal responsibility for providing excellent quality of service; Able to resolve problems promptly and effectively and efficiently; and Able to sufficiently support the delivery of excellent customer service. 	<ul style="list-style-type: none"> Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; 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.	<ul style="list-style-type: none"> Grasps new challenges with enthusiasm; Shows initiative; and Quick to act. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures. 	

<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently, and Appears flexible and adaptable. 	<p>difficult situations effectively;</p> <ul style="list-style-type: none"> Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> 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. 	
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes 	

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • and shares experiences; and • Promotes best practice. 	
<p>5. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>6. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach 	<ul style="list-style-type: none"> • Demonstrates objectivity, thoroughness, and insightful, and probing behaviours 	<ul style="list-style-type: none"> • Deals effectively with ambiguity and uncertainty; • Probes deeply and considers consequences and risks attached to actions; 	

<p>in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<p>and provides rationale for proposed solutions; and <ul style="list-style-type: none"> Determines root causes of problems and evaluates whether solutions address root causes. </p>	<p>when approaching problems; <ul style="list-style-type: none"> 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. </p>	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executives / seniors of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calmness around adversity. 	

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities / departments and manage in a competitive environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members. 	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and 	

<p>4. Strategic Capability and Leadership</p> <p>Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipality mandate.</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; and • Defines roles and responsibilities for project team members and clearly communicates expectations. 	<ul style="list-style-type: none"> • Recognises the need for and provides 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. 	<ul style="list-style-type: none"> • Actively involved in the retention and development of talent within the municipality. 	
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provides a clear sense of purpose and focuses on successful completion of objectives; • Motivates and coaches project teams to achieve highest project results; • Seeks mutual benefit / win-win outcomes for all concerned; • Inspires staff with own behaviour – “walks the talk”; and • Complies with statutory requirements and apply policies consistently. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Provides advice and guidance on policies; • Acts decisively having assessed the risks; • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of 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. 		

SOCIAL DEVELOPMENT - SPECIAL PROJECTS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> • Assistant Professional: Service Delivery • Assistant Professional: Street People • Assistant Professional: Substance Abuse • Assistant Professional: Vulnerable Groups 	<ul style="list-style-type: none"> • Professional Officer: Service Delivery • Professional Officer: Street People • Professional Officer: Substance Abuse • Professional Officer: Vulnerable Groups 	<ul style="list-style-type: none"> • Reintegration Supervisor • Coordinator: Special Projects 	<ul style="list-style-type: none"> • Senior Professional: Street People • Senior Professional: Substance Abuse • Senior Professional: Vulnerable Groups • Senior Professional: Youth
<p>KNOWLEDGE AND SCOPE OF WORK</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Relevant specialist knowledge and experience in the areas of: <ul style="list-style-type: none"> ▪ Customer Relations; ▪ Communication; ▪ Service Integration and Coordination; ▪ Project Management Methodology; ▪ All relevant discipline specific legislation and policies; ▪ Monitoring and Evaluation methodologies; ▪ The Social Development and Early Childhood Development environment which impacts on communities; and 	<ul style="list-style-type: none"> • Relevant specialist knowledge and experience in the areas of: <ul style="list-style-type: none"> • Customer Relations; • Communication; • Service Integration and Coordination; • Project Management Methodology; • All relevant discipline specific legislation and policies; • Monitoring and Evaluation methodologies; • The Social Development and Early Childhood Development environment which impacts on communities; and 	<ul style="list-style-type: none"> • Relevant specialist knowledge and experience in the areas of: <ul style="list-style-type: none"> • Customer Relations; • Communication; • Service Integration and Coordination; • Project Management Methodology; • All relevant discipline specific legislation and policies; • Monitoring and Evaluation methodologies; • The Social Development and Early Childhood Development environment which

		<ul style="list-style-type: none"> Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures. 	<ul style="list-style-type: none"> Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures. 	<ul style="list-style-type: none"> Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1 - 3 years relevant experience. 	<ul style="list-style-type: none"> 3 - 5 years relevant experience. 	<ul style="list-style-type: none"> 5 - 8 years relevant experience. 	<ul style="list-style-type: none"> More than 8 years relevant experience. 	
QUALIFICATION	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification preferably a B-Degree with a Certificate in Social Auxiliary Work as an advantage; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> Relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office 	
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	
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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative in suggesting possible solutions to certain problems; Knows when to refer problems to supervisor for resolution; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Demonstrates logical, analytical reasoning and conceptual understanding; Draws on experience and strong general knowledge and shows ability to ask 	<ul style="list-style-type: none"> 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 	

		<ul style="list-style-type: none"> Follows up with referral process. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Organisational Awareness</p> <p>Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> Has basic knowledge about the municipality and Social development projects and programmes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Understands how social development functions and its relationships with other pertinent areas within the municipality. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Understands and internalizes the municipality's priorities and goals; Has an in-depth knowledge of municipality's policies and procedures; and Demonstrates an awareness of the issues impacting service delivery.
<p>3. Attention to Detail</p> <p>Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions; Ensures all tasks are completed timeously; and Accurately and carefully follows established processes and procedures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Ensures all details of a task are accomplished; Completes administrative tasks accurately and proofs own work to identify errors or omissions; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Maintains a checklist covering all detail which might be overlooked; Notifies errors or problems prior to tasks being completed; and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Completes reports and other documentation accurately and proofs own work to identify errors or omissions;

<p>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.</p>	<ul style="list-style-type: none"> • Builds due dates into assignments, tasks and delegations; • Effectively communicates milestones and expected results; • Asks questions to obtain relevant information; • Ensures that all details of a project are accomplished; and • Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> • Follows through with issues and can be relied upon to meet deadlines. 	<ul style="list-style-type: none"> • Ensures a high quality output and will initiate action to correct quality issues. 	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • Builds due dates into assignments, tasks and delegations; • Effectively communicates milestones and expected results; • Asks questions to obtain relevant information; • Ensures that all details of a project are accomplished; and • Keeps track of many small details without forgetting any. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Monitors and controls various aspects of work allocation, tasks completed and deliverables met.

<p>5. Planning and Organising</p> <p>The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions and outcomes / results.</p>	<ul style="list-style-type: none"> • Translates project objectives into specific plans; • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and • Measures progress and monitors performance and results. 	<ul style="list-style-type: none"> • Gathers information on the probability of success and the consequences of failure. • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; and • Develops partnership agreements that ensures win – win outcomes for all parties. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; and • Projects and forecasts short, medium and long term needs for the municipality.
FUNCTIONAL COMPETENCIES				
<p>1. People Management</p> <p>Manages and encourages people, optimises their outputs and effectively manages relationships</p>	<ul style="list-style-type: none"> • Appears supportive of initiatives and co-operates willingly in execution of tasks and duties. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Displays personal interest in the well-being of colleagues; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Recognises talented individuals and provides developmental feedback in 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Assigns clearly defined tasks to sub ordinates;

<p>in order to achieve municipal goals.</p>		<ul style="list-style-type: none"> • Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals. 	<p>accordance with performance management principles:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>3. Proficiency / Technical</p> <p>Understands and applies a practical and / or theoretical body of knowledge within the Social development discipline, in order to give effect to the role and mandate of the function.</p>	<ul style="list-style-type: none"> • Supervise, coordinate and oversee the work programme of the Fieldworkers to ensure compliance with various legislative bylaw policy provisions and in line with the Strategies and Programmes relating to Special Projects. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Develop, manage and coordinate the implementation of Municipality programmes in terms of support; identification and management of stakeholder relationships, especially with Provincial Government and external service providers; plan

					and design programmes within this portfolio including utilising project management and monitoring and evaluation (M&E) methodologies geared towards the Municipality's Social Development Strategy.
PUBLIC SERVICE ORIENTATION COMPETENCIES					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	<ul style="list-style-type: none"> Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and 	

<p>in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Communicates with various stakeholders without compromising the integrity of the municipality.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Displays commitment to 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Is committed to engaging communities in all aspects relating to service delivery; • Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>these into the municipality's plans.</p> <ul style="list-style-type: none"> • Displays a customer focus; • Is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<p>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.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; and • Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; and • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.). 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
<p>1. Action and Outcome Orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and</p>	<ul style="list-style-type: none"> • Grasps new challenges with enthusiasm; • Shows initiative; and • Quick to act. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows enthusiasm to take on new projects; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Relentlessly pursues project objectives; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Sets challenging goals; and

<p>keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>		<ul style="list-style-type: none"> • Willing to take on new challenges; • Self-starter; • Drive to meet deadlines; and • Initiates contact with others. 	<ul style="list-style-type: none"> • Pushes self and motivates others for results; and • Successfully completes projects with time and budget allocations. 	<ul style="list-style-type: none"> • Displays a drive to do things better.
<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • Stays calm and focussed under pressure; • Controls his / her emotions; and • Handles criticism constructively. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Deals effectively with change; • Appears positive and optimistic about change; • Embraces the opportunity to do things differently; and • Appears flexible and adaptable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Seeks to influence changing events. 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; Promotes best practice. 	<ul style="list-style-type: none"> 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.
<p>5. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Promotes a transparent and accountable municipal administration.

<p>6. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning); • Demonstrates logical problem solving approach and provides rationale for proposed solutions; and • Determines root causes of problems and evaluates whether solutions address root causes. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional; • Is respected by peers and subordinates; and • Convinces executive of viewpoints or proposals with assistance of others in authority. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Motivates subordinates to accomplish tasks and missions; • Influences others effectively using a number of techniques; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Persuades political heads to adopt and implement results / outcomes of project; • Gains support by capitalizing on understanding of political

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Tactfully confronts and corrects others when necessary; Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calmness around adversity. 	<p>forces affecting the organization; and</p> <ul style="list-style-type: none"> Able to make unpopular decisions if it is in the best interests of the municipality.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities / departments and manage in a competitive environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; and Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals abilities and self-confidence; • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Understands municipal needs and formulates and implements development plans, outlining specific performance measures; and • Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning.
<p>4. Strategic Capability and Leadership</p> <p>Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipality mandate.</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; and • Defines roles and responsibilities for project team members and clearly communicates expectations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Provides a clear sense of purpose and focuses on successful completion of objectives; • Motivates and coaches project teams to achieve highest project results; • Seeks mutual benefit / win-win outcomes for all concerned; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Provides advice and guidance on policies; • Acts decisively having assessed the risks; • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; and • Monitors policy implementation and puts

		<ul style="list-style-type: none"> • Inspires staff with own behaviour – “walks the talk”; and • Complies with statutory requirements and apply policies consistently. 	<ul style="list-style-type: none"> • 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. 	<p>in place procedures to manage risks.</p>
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SUPERVISORS / FOREMAN COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	<ul style="list-style-type: none"> • Team Leader • Group Leader - Technical • Operational Supervisor 	<ul style="list-style-type: none"> • Senior Operational Supervisor • Foreman • Senior Foreman • Artisan Foreman • Construction Foreman • Plant Foreman 	<ul style="list-style-type: none"> • Superintendent • Technician Superintendent • Supervising Foreman 	<ul style="list-style-type: none"> • Senior Superintendent • Engineering Superintendent • Engineering Overseer
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> Works independently within a works / maintenance program and with regular report-backs to a Superintendent / Manager. 3 - 5 years' relevant experience required. 	<ul style="list-style-type: none"> Works independently within a works / maintenance program and with less regular report-backs to the Manager. 3 - 5 years' relevant experience required. 	<ul style="list-style-type: none"> Works independently within a works / maintenance program and with less regular report-backs to the Manager. 5 years or more experience in a supervisory technical position required. 	
EXPERIENCE	<ul style="list-style-type: none"> 1 - 2 years' relevant experience required. Grade 9 or equivalent technical qualification. 	<ul style="list-style-type: none"> 3 - 5 years' relevant experience required. Grade 12 or equivalent technical qualification; Trade Tested Artisan Diesel and / or petrol; and Computer Literacy: MS Office; and May require a 3 year tertiary qualification in an Engineering field in larger municipalities. 	<ul style="list-style-type: none"> 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. 	
QUALIFICATION	<ul style="list-style-type: none"> Relevant driver's license; and Basic Computer Literacy: MS Word / Excel 	<ul style="list-style-type: none"> Trade Tested Artisan Diesel and / or petrol; and Computer Literacy: MS Office 	<ul style="list-style-type: none"> 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'.	<ul style="list-style-type: none"> Understands potential impact of problems to own working environment; Deals with clearly defined problems that are task specific; Demonstrates logical problem solving approach and provides rationale for proposed solutions; Determines root causes of problems and evaluates 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Resolves problems and challenges at a workshop or depot level that are within clearly defined parameters; and Generates various solutions / options and contingency plans for localized problems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Puts preventative measures in place to ensure that problems do not recur in the future; and Probes deeply and considers consequences and risks attached to actions and the impact of solutions.

<p>2. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p>	<p>whether solutions address root causes; and</p> <ul style="list-style-type: none"> Involves the appropriate people, to resolve complex task related problems. <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Focuses on the short to medium tasks on a project basis; and Identifies resource requirements for undertaking specific tasks. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; Identifies and allocates resources; Responsible for the deployment and control of the necessary equipment, tools, machinery, plant and vehicle to undertake the work; Measures progress and monitors performance and results; and Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Sets goals and objectives relevant to the function and focuses on the customers' needs; Develops integrated plans for the work unit and others that interface with the depots / workshop; Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others; Determines tasks and resources — Determines project / assignment requirements by breaking them down into tasks; identifying equipment, materials and people needed; coordinating with internal and external partners; and Draws up maintenance and preventative maintenance programmes. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Identifies and acts on opportunities to partner with other departments to achieve desired results; Taps into the resources of other units and departments to achieve results; and Projects and forecasts short, medium and long term needs for the operations falling under his / her control.
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<p>3. Organisational Awareness</p> <p>Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p>	<ul style="list-style-type: none"> Understands how the business unit functions; Has basic understanding of the municipality, its priorities and goals; Aware of policies and procedures and works in strict accordance with those parameters; and Aware of issues impacting service delivery. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas: keeping up with current developments and trends in areas of expertise.</p>	<ul style="list-style-type: none"> Understands the principles and theory underpinning the specific profession; Has the ability to identify task specific problems and analyze all factors that influence the solution; Able to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; Able to assess practicality of technical specifications for systems and process requirements; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; and Able to make judgement decisions on issues falling outside of the operating rules and procedures. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Manages the risks and operational efficiency of installations; plants, workshops, etc.

<p>2. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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<p>3. Task Management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> Organises the team and develops a work plan; Effectively allocates own time to complete work; Coordinates own and others' schedules to avoid conflicts; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Defines roles and responsibilities for project team members and clearly communicates expectations; Manages multiple teams; 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. 	<ul style="list-style-type: none"> 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. 	<p>to make unpopular decisions when necessary.</p> <ul style="list-style-type: none"> 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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<p>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.</p>	<ul style="list-style-type: none"> • Displays knowledge of all related safety or security regulations; • Is aware of co-workers' safety in the workplace; • Understands how to use and operate safety equipment; • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p>5. Budgeting Maximises the municipalities' business sense and displays a sound business understanding in applying the most effective management practices to achieve municipality and department financing goals and objectives.</p>	<ul style="list-style-type: none"> Understands basic operational requirements and is able to feed this into the budgeting process. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and 	<ul style="list-style-type: none"> 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.

<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; and • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; and • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • Wins concessions without damaging relationships. • 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. 	<ul style="list-style-type: none"> • 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.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Establishes a collaborative relationship with the community; and • Speaks effectively on service delivery matters as required.

PERSONAL COMPETENCIES				
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> Accepts criticism about performance in stride, while maintaining work standards; Continues to attempt to improve, despite setbacks or other constraints. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches the broader organisational environment to detect situations which might cause setbacks or failures.
<p>3. Ethics and Accountability</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable municipal administration.

MANAGEMENT / LEADERSHIP COMPETENCIES			
<p>1. Direction Setting The ability to motivate and inspire others to voluntarily give off their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Treats all employees with equal respect. • Gives direction to teams in meeting objectives and deadlines; and • Defines roles and responsibilities for team members and clearly communicates expectations. 	<p>situations where conflict of interest arises.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • 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”. 	<ul style="list-style-type: none"> • Acts decisively against corrupt and dishonest conduct. • 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.
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional; • Commands respect from peers and subordinates; and • Settles disputes as quickly and as effectively as possible. 	<p>Demonstrates competencies from level 1 to 3;</p> <ul style="list-style-type: none"> • Motivates subordinates to accomplish tasks and missions; • Influences others effectively using a number of techniques; and • Has credibility with staff. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; • Able to make unpopular decisions if it is in the best interests of the municipality;

				<ul style="list-style-type: none"> Shows a strength of character maintaining performance under duress and pressure; and Is called upon to mediate conflicts and disagreements.
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Understands municipal needs and formulates and implements development plans, outlining specific performance measures; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and Mentors and coaches others where appropriate. 	
	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates; Communicates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; Understands subordinates limitations; and Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Actively renews own personal and professional skills and applies them in a productive way in the work environment; Encourages self-reliance and allows staff to make and learn from mistake; and Empowers others and distributes the workload appropriately. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. 	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others; Able to manage in a team, working effectively as a team member; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Involves and empowers team in setting and achieving goals; and Participates actively as a member of a team to 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. 	
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>				

	<ul style="list-style-type: none"> • Shares information and collaborates easily with others; and • Creates strong morale / team spirit. 	<p>move the team towards the attainment of goals.</p>	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> Assistant SCM Practitioner 	<ul style="list-style-type: none"> SCM Practitioner / Specialist 	<ul style="list-style-type: none"> Senior SCM Practitioner / Specialist 	<ul style="list-style-type: none"> Principal SCM Practitioner / Specialist
KNOWLEDGE AND SCOPE OF WORK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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

				<ul style="list-style-type: none"> 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. 	<p>Interpreted, aligned and effected in the SCM function:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0 - 2 years' relevant experience required. 	<ul style="list-style-type: none"> 2 - 5 years relevant experience required. 	<ul style="list-style-type: none"> 5 - 8 years' relevant experience across SCM processes including 2 years of supervisory experience. 	<ul style="list-style-type: none"> 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. 	
	<ul style="list-style-type: none"> A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and Computer literacy: MS Office. 	<ul style="list-style-type: none"> A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and Computer literacy: MS Office. 	
QUALIFICATION					

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1.Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.	<ul style="list-style-type: none"> Explains situations verbally within municipality on basic financial / SCM matters; and Ensures professional interaction and communication with clients. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and Prepare and / or review reports to committees, ensuring clear and concise communication to appropriate parties.
				<ul style="list-style-type: none"> Computer literacy: MS Office.

<p>3. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.</p>	<ul style="list-style-type: none"> • Understands how 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Understands and internalizes the municipality's priorities and goals; • In-depth knowledge of municipality's policies and procedures; • Knowledge and understanding of the municipality's functional directorates; • Understands priorities, goals and issues of local government; • Understands local government policies and legislation; and • In-depth knowledge of the issues impacting service delivery. 	<p>with valid reasoning if and when required.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Contributes to shaping the municipality's specific goals and priorities; • Aligns annual / quarterly plans with municipality goals and objectives; • Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and • In-depth knowledge of the municipality's challenges in delivering municipal services. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Contributes to shaping the municipality and local government specific goals and priorities; • Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and • In-depth knowledge of the municipality's challenges in delivering municipal services.
<p>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.</p>	<ul style="list-style-type: none"> • Deals with clearly defined problems that are task specific that have a low impact and low risk; • Applies a pragmatic approach to problem solving; • Applies tacit knowledge / experience to determine best possible solutions; and • Knows when to refer problems to supervisor for resolution. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Identifies problems following defined diagnostic processes; • Identifies various alternative options and selects most appropriate solutions; • Understands potential impact of problems to own working environment; and • Can identify problems that are not routine and will refer to supervisor for resolution. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Probes deeply and considers consequences and risks attached to actions and the impact of solutions; and • Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur.

<p>5. Planning and Organising</p> <p>The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Plans tasks on a daily/weekly basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
FUNCTIONAL COMPETENCIES				
<p>1. Procurement and Tenders</p> <p>Manages the procurement and tenders process according to prevailing legislation, norms and standards.</p>	<ul style="list-style-type: none"> Procures goods and services in accordance with MFMA, SCM regulations and policies; Maintains a database of approved vendors; Reconciles physical stocks to accounting records; and Can follow the tender process as per the SCM policy. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Conducts a capacity and credit check of potential vendors; Investigates alternative vendors or products to improve cost, quality & delivery ratios; and Involved in tender processes including the management of tender specifications, BEC and BAC requirements. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Reviews vendor performance; Manages procurement contingencies; Provides guidance for alternative vendors or products to improve cost, quality and delivery ratios; Understands 'value chain' concepts and the principles of 'just in time' procurement; and Manages a number of tenders and controls the timeframes and processes associated. 	<ul style="list-style-type: none"> 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.
<p>2. Information management</p> <p>The gathering and analysis of data, in order to conclude thereon.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Manages, reviews and analyzes SCM information and conclusions; Drafts / Reviews reports and conclude on results obtained; and

<p>3. Task management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> Manages the central repository and documents. 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). 	<ul style="list-style-type: none"> Identifies concerns and improvement areas that need to be addressed in terms of monitoring data. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Maintains various electronic packages and systems required for SCM management. 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.
<p>4. Project Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required</p>	<ul style="list-style-type: none"> Participates in the development of a clear project brief; Prepares, co-ordinates and monitors a project initiation programme; Participates in the assigned tasks to the agreed standards 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Manages the inputs of subordinate personnel; Determines the procurement / tender policy for the project; Coordinates preparation of project documentation; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages multiple projects to agreed standards; Prioritises multiple resources to meet competing deadlines; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Manages multidisciplinary projects and programmes; Manages the project requirements of highly complex capital budget based projects / programmes;

<p>specification and within budget and schedule.</p>	<p>(completes work within the scope of the TOR);</p> <ul style="list-style-type: none"> • Prioritises activities effectively to ensure that tasks are completed within schedule; and • Ensures compliance with budgetary requirements. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Financial Process Management</p> <p>Ability to support an effective, economic and efficient SCM function through financial processes.</p>	<ul style="list-style-type: none"> • Apply policies and procedures in financial process management. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Manages the control of assets according to policies and procedures; and • Assists in managing assets according to policies and procedures. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Implements finance / SCM strategies; • Implements financial / SCM policies and systems; • Manages the control of assets according to policies and procedures; • Prepares multi-year SCM revenue and expenditure 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Formulates finance / SCM strategies; • Develops and implements SCM / financial policies and systems; • Oversees the financial management aspects of the municipality including outsourced service providers financial value add; • Develops of sustainable strategies to address shortfalls / risks; • Supports the accounting officer to oversee SCM financial management aspects of the municipality; and • Prepares of multi-year expenditure forecasts.

PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others; • Communicates effectively; and • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Relates to people at all levels of the municipality; • Shows confidence in engagement with internal and external stakeholders; • Accurately captures others' expectations, ideas and concerns; and • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Convinces others of his ideas without suppressing their views; • Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; • Negotiates skillfully in tough situations with both internal and external stakeholders; and • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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.
<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods; and • Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Organises and presents own perspective in logical manner; • Adapts communication contents to the audience; • Uses terminology appropriate to the audience; and • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Captures complex issues clearly and concisely; • Conveys alternative viewpoints; • Accurately reviews documents and edits documents created by others; • Organises discussions in logical manner; • Responds to questions with accurate and complete answers; and • Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Develops communications geared for various audiences; • Able to read situations and to 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.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering</p>	<ul style="list-style-type: none"> • Committed to excellence; and • Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Engages effectively with general public; 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and

<p>services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>		<ul style="list-style-type: none"> Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Understands and articulates community/ service provider / vendor needs in sector plans; and Manages community / vendor expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Speaks effectively on service delivery matters to stakeholders.
PERSONAL COMPETENCIES				
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Proactively searches the broader organisational environment to detect situations which might cause setbacks or failures.
<p>3. Ethics and Accountability</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Conducts self in accordance with organisational values; Takes responsibility for own actions. Admits own mistakes and weaknesses and seeks 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Presents ideas and beliefs in a manner which is consistent with the rules and regulations 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable municipal administration.

	<ul style="list-style-type: none"> • help from others where unable to deliver; and • Treats all employees with equal respect. 	<ul style="list-style-type: none"> • Deals promptly, and in the interest of the City, in situations where conflict of interest arises. 	<ul style="list-style-type: none"> • of the organisation / department; and • Acts decisively against corrupt and dishonest conduct. 	
Management / Leadership				
<p>1. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives.
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members; • Actively participates in team activities; and • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Shows initiative and confidence in dealing with others; • Able to work in a multi-disciplinary team; and • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Fosters a strong sense of team belonging; • Contributes towards positive climate within team; and • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Builds team spirit and cohesion across function boundaries in the respective departments; • Encourages team approach to problem solving; • Recognises and respects the value of diverse views; and • Draws on diverse backgrounds, skills and knowledge of team members.
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; and • Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Good at establishing clear direction. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; • Provides a clear sense of purpose and focuses on successful completion of objectives; and

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; • Sets challenging tasks that stretches individuals abilities and self-confidence; and • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Encourages self-reliance and allows staff to make and learn from mistakes; • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; • Sets challenging tasks that stretches individuals abilities and self-confidence; • Actively renews own personal and professional skills and applies them in a productive way in the work environment; and • Understands requirements for professional development of staff. 	<ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance. • Demonstrates competencies from level 1 to 3; • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; • Actively involved in the retention and development of talent within the 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
<p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)</p>	<ul style="list-style-type: none"> • Trainee Traffic Officer • Learner Law Enforcement Officer • Trainee Metro Police Constable 	<ul style="list-style-type: none"> • Traffic Officer • Law Enforcement Officer • Metro Police Constable / officers • Assistant Area Coordinator: Security Management 	<ul style="list-style-type: none"> • Inspector - Traffic / Law Enforcement • Senior Inspector – Traffic / Law Enforcement • Principal Inspector – Law Enforcement • Sergeant - Metro Police • Area Coordinator: Security Management 	<ul style="list-style-type: none"> • 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
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • Acquiring knowledge of operational execution of duties relating to traffic management / metro police / law enforcement. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Takes control of specific operational activities and related incidents; • Has limited decision making responsibility within set frameworks; • Accountable for development of staff; and 	<ul style="list-style-type: none"> • Implements policies and procedures and ensures that by-laws, regulations and crime prevention are enforced; • Manages a number of operational areas; and

				<ul style="list-style-type: none"> Ensures optimal use and maintenance of resources and equipment, and adherence to performance management criteria. 8 years' or more relevant experience required inclusive of proven supervisory / managerial experience.
			<ul style="list-style-type: none"> Control and Supervision of staff. 5 - 8 years' relevant experience required of which 2 - 3 years' must be supervisory experience. 	<ul style="list-style-type: none"> Superintendent Metro Police, Principal Inspector Traffic, Regional Inspector Law Enforcement requires: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Grade 12; Basic training qualification; Code B drivers licence; No criminal record; Firearm proficiency; and
			<ul style="list-style-type: none"> 2 - 5 years' relevant experience. 	<ul style="list-style-type: none"> Inspector Traffic, Senior Inspector Traffic and Inspector / Senior Inspector / Principal Inspector in Law Enforcement requires: <ul style="list-style-type: none"> Grade 12; Basic training qualification; Code EB drivers licence; No criminal record; and Firearm proficiency. Sergeant Metro Police: <ul style="list-style-type: none"> Grade 12; Code B drivers licence; Basic training qualification; No criminal record; and Firearm proficiency.
			<ul style="list-style-type: none"> 2 - 5 years' relevant experience. 	<ul style="list-style-type: none"> Traffic Officer, Law Enforcement Officer, and Metro Police Constable / officers requires: <ul style="list-style-type: none"> Grade 12; Basic training qualification attained; Code EB Drivers licence; No criminal record; and Firearm proficiency.
EXPERIENCE	<ul style="list-style-type: none"> No experience required. 	<ul style="list-style-type: none"> Grade 12; Code B Driver's License; No criminal record; and Physical fitness. 		
QUALIFICATION				

					• Qualification required = relevant degree or B-Tech / policing degree.
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	
CORE PROFESSIONAL COMPETENCIES					
<p>1. Community and Customer Focus</p> <p>Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.</p>	<p>On training to acquire the below mentioned competencies:</p> <ul style="list-style-type: none"> • Presents an appropriate image to the public and other municipalities; • 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. 	<p>Demonstrates competencies from level 1;</p> <ul style="list-style-type: none"> • 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 • Keeps customers updated on progress; and 	<p>Demonstrates competencies from level 1 and 2;</p> <ul style="list-style-type: none"> • 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 cooperate 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; 	<p>Demonstrates competencies from level 1 to 3;</p> <ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> Balances customer needs with community and municipal needs. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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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<p>2. Problem Solving</p> <p>Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the municipality; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; 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; 	<ul style="list-style-type: none"> 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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<p>3. Negotiation and Influencing</p> <p>Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<ul style="list-style-type: none"> Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached. 	<ul style="list-style-type: none"> Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions. <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the other matters involved. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Assesses the reaction of key players and adjusts arguments accordingly; Creates a vision of the future that others can relate to and find attractive; Negotiates successful outcomes with stakeholders, gaining their support to achieve municipal objectives; Identifies the real power base in other municipalities as a starting point for negotiation; and Understands outside partners' preferred approaches to agreeing solutions.
<p>4. Resilience</p> <p>Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.</p>	<ul style="list-style-type: none"> Deals confidently with members of the public, drawing on own skills and experience; Is comfortable working alone with an appropriate level of supervision and guidance; Puts a positive view on situation and concentrates on what can be achieved; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Is reliable in a crisis, remains calm and thinks clearly; Sorts out conflict and deals with hostility and provocation in a calm and restrained way; Responds to challenges rationally, avoiding inappropriate emotion; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Manages conflicting pressures and tensions; Maintains professional ethics when confronted with pressure from others; Copes with ambiguity and deals with uncertainty and frustration; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 3; Remains focused and in control of situations; Makes and carries through decisions, even if they are unpopular, difficult or controversial; and Stands firmly by a position when it is right to do so.

<p>5. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Deals with difficult emotional issues, activates coping mechanisms (counselling, stress relief activities, etc.) and then moves on. 	<ul style="list-style-type: none"> • Resists pressure to make quick decisions where full consideration is needed. 	
<p>5. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<ul style="list-style-type: none"> • Ensures that all written and spoken communication is concise and well structured; • Communicates information in an appropriate style related to the situation; • Uses appropriate language and avoids the use of jargon; • Ensures that communication has clear purpose; • Ensures that communication is factual, accurate and provided on time; • Communicates information in an interesting way; • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Deals with issues directly; • Clearly communicates needs and instructions; • Clearly communicates decisions and the reasons behind them; • Communicates face to face wherever possible if appropriate; • Speaks with authority and confidence; • Changes the style of communication to meet the 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Makes sure that people get important messages and receive decisions accurately; • Delivers effective presentations to a wide variety of audiences; • Uses appropriate visual aids and techniques to get the message across and help understanding; • Deals with issues effectively even when under extreme pressure from the media; • Considers how different audiences will interpret 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Communicates well and direct messages to the target audience (community, political, senior / executive management, SAPS, etc.) • Manages the communication strategy and structure; and • Effectively deal with the media (where applicable).

<p>6. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Alert to potential conflicts of interest and follows procedures to deal with conflicts; Understands and follows municipal policies and legislation; Understands resources available in municipality to resolve ethical issues; and Able to identify risks involved in alternative courses of action. 	<ul style="list-style-type: none"> Able to provide accurate, clear testimony in a court of law. Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; and Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.
FUNCTIONAL COMPETENCIES				
<p>1. Patrol, Enforcement and Emergency Response</p> <p>Ability to pre-empt or respond to safety and security problems.</p>	<p>On training to acquire the below mentioned competencies:</p> <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Co-ordinates multiple patrol activities; Plans and co-ordinates patrol activities for special events such as festivals and protests; Able to develop strategies and procedures for dealing with community support services; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Ensure integration of activities within various departments and spheres of government.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Maintains confidence and self-control under duress. 	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Relates to people at all levels of the municipality; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful;

		<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others. 	<ul style="list-style-type: none"> Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and municipality function.
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication; Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and to 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.
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the</p>	<ul style="list-style-type: none"> Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Engages effectively with general public; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and

<p>improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Displays a customer focus; is reliable and delivers on time; • Establishes rapport with customers; and • Responds to client needs timeously. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; and • Supports others to take personal responsibility to deliver excellent customer service. 	<ul style="list-style-type: none"> • Understands and articulates community needs; and • Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> • Speaks effectively on service delivery matters as required.
<p>4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • 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.). 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3; • Demonstrates personal commitment to the client service vision through own actions and attitudes; and • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Relentlessly pursues project objectives; • Pushes self and motivates others for results; and • Sets challenging goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Displays a drive to do things better; and • Successfully completes projects with time and budget allocations.
PERSONAL COMPETENCIES				
<p>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.</p>	<ul style="list-style-type: none"> • Shows enthusiasm to take on new projects; • Willing to take on new challenges; and • Is a self starter. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Drive to meet deadlines; and • Initiates contact with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Relentlessly pursues project objectives; • Pushes self and motivates others for results; and • Sets challenging goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Displays a drive to do things better; and • Successfully completes projects with time and budget allocations.

<p>2. Resilience</p> <p>The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Stays calm and focused under pressure; and • Responds constructively to adverse situations and has calming influence on others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; and • Plans and initiates new ways forward. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Proactively searches the environment to detect situations which might cause setbacks or failures.
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> • Shows a willingness to learn; and • Copes effectively with change. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Open to new ideas and ways of doing things; and • Looks for better ways of doing things. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and • Recognises when change is necessary, develops a change implementation strategy.
<p>4. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> • Shows strong analytical reasoning; • Strong attention to detail; and • Works within a relatively structured environment. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Demonstrates logical, consequential thinking; and • Develops new ways to solve problems. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Remains abreast of changes in the industry; and • Promotes best practice. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Is networked within the industry; • Creates a learning environment; and

MANAGEMENT / LEADERSHIP COMPETENCIES				
				<ul style="list-style-type: none"> Encourages others to learn and share from mistakes and shares experiences.
<p>1. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> Has a clear sense of his / her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of</p>	<ul style="list-style-type: none"> Shares knowledge and information and experiences with peers; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Actively involved in the retention and development

<p>subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; • Articulates tasks and expectations and sets realistic standards; and • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates; and • Able to identify own development needs. 	<ul style="list-style-type: none"> • Recognises the need for and provides individuals with guidance and direction on how to handle new or difficult situations; • Able to identify appropriate training interventions for staff; and • Able to understand the underlying causes for poor performance and to provide the appropriate support. 	<p>of talent within the municipality;</p> <ul style="list-style-type: none"> • Leads by example; • Actively managing performance gaps of all staff and identifying ways of addressing it actively creates development opportunities by crafting roles to best meet the needs of individuals; and • Constantly on the lookout for training opportunities for subordinates.
<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1; • Commands respect from peers and managers; and • Able to engage and convince various stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2; • Influences others effectively using a number of techniques; • Able to convince, persuade and influence others; and • Commands respect from peers and subordinates. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; • Motivates and inspires others; • Effectively influences senior management and executive; • Establishes support and projects authority and credibility; and • Uses influence to achieve objectives.

VALUER COMPETENCY FRAMEWORK FOR MUNICIPAL RATING PURPOSE

LEVELS	1	2	3	4
<p>TYPICAL DESIGNATIONS</p> <p>(These are a guideline and therefore not limited to)</p>	<p>Candidate Valuer (Property Environment): (Assistant Municipal Valuer)</p>	<p>Candidate Valuer (Valuation of all types of property): (Assistant Municipal Valuer)</p>	<p>Professional Valuer /Professional Associated Valuer: (Assistant Municipal Valuer/Municipal Valuer)</p> <p>*These persons can be designated as Municipal Valuer and if so designated, competencies in level 4 are applicable</p>	<p>Senior Professional Valuer/Senior Professional Associated Valuer: (Assistant Municipal Valuer/Municipal Valuer)</p>
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> Understands the concept of market value or "highest and best use" as a point of departure when valuing a property; Understands the theory of comparable sales analysis; 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> Evaluates which valuation method should be used; and Understands basic concepts of a computer assisted appraisal system (CAMA). 	<ul style="list-style-type: none"> 5-8 years' relevant experience across all property valuation areas. 	<ul style="list-style-type: none"> 8 years or more relevant experience covering all aspects of the relevant valuation function.
EXPERIENCE	<ul style="list-style-type: none"> Up to 2 years relevant experience required in a property environment. 	<ul style="list-style-type: none"> 2-5 years relevant experience in property valuation required. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification and Registered as a professional valuer or Professional Associated Valuer in terms of the Property Valuers Profession Act. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification; and Registered as a Professional Valuer or Professional Associated Valuer in terms of the Property Valuers Profession Act.
QUALIFICATION*	<ul style="list-style-type: none"> Grade 12; and To registered as a candidate valuer in terms of the Property Valuers Profession Act (*studying towards minimum qualification). 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification; and Registered as a candidate valuer in terms of the Property Valuers Profession Act. 	<ul style="list-style-type: none"> A relevant 3 year tertiary qualification and Registered as a professional valuer or Professional Associated Valuer in terms of the Property Valuers Profession Act. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification; Takes minutes at meetings; and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Assists with preparing and reviewing training 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Prepares documents in accordance with 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Develops reporting templates; process and

<p>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.</p>	<ul style="list-style-type: none"> Prepares clear and concise building sketches. 	<ul style="list-style-type: none"> material, policies and guidelines; Communicates with role-players on their roles and responsibilities; Possess sound report writing skills; and Portrays numerical, and written accuracy. 	<ul style="list-style-type: none"> approved formats and standards; Adequately review, analyse and quality control; and Clearly escalates matters to the next level when required. 	<ul style="list-style-type: none"> guidelines - mentoring and guiding subordinates; Prepares considered, high quality written communications including correspondence and reports; and Produces and presents electronic presentations.
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; 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 the valuation and rating environment.

<p>3. Task Management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> Effectively allocates own time to complete work; Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate); and Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion). 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3; Knows and relies on the 'experts' in various fields who can address and solve special problems; Maintains project records (working papers, audit trails); Ensures that high-priority work is accomplished within required timelines; Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact; and enhancement of the individual's knowledge / skills); and Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.
<p>4. Discipline Specific Skills</p> <p>Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> Undertakes routine tasks as directed; and Is aware of factors that may negatively impact the completion of a job. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Understands the technical language of the job; Understands the technical components of the job and has a 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; Applies specialist knowledge to situations, to solve problems or enhance solutions; 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Shows sound problem solving skills and analytical ability; • Ensures knowledge transfer and training and mentoring of more junior staff; and • Ability to identify task specific problems and analyse all factors that influence the solution. 	<p>that may impact the work environment and takes corrective action.</p>
FUNCTIONAL COMPETENCIES				
<p>1. Compilation of general and supplementary valuation rolls, maintenance of valuation roll</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates functional competencies in 1; • Assembles data in a constructive expression of value; and • Undertakes residential as well as basic income and cost valuations. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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;

	<ul style="list-style-type: none"> • Monitors and ensures adherence to valuation standards and legislative prescripts. 	<ul style="list-style-type: none"> • 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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	<ul style="list-style-type: none"> Assists with the repository of objections and appeals; and Assists with the posting of objection and appeal outcomes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Submits monthly reports as required to the municipal manager on the general valuation of properties. Demonstrates functional competencies in 2 to 3; Provides expert valuation advice to the municipality and the Appeal Board and in litigation matters; Decides on objections and section 78 reviews in line with the provisions of the MPRA; Notifies objectors and affected parties of his/her decisions and adjustments to the valuation roll; and Ensures that all Appeal Board and Court decisions are implemented in line with the MPRA.
<p>2. Management of objections and appeals</p>				

<p>3. Information Management</p> <p>The gathering and analysis of data, in order to compile a General or Supplementary Valuation roll</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof; 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 	<ul style="list-style-type: none"> 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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<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Analyses and interprets data and produces strategic reports for incorporation into executive processes. 	<ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Manages multidisciplinary projects and programmes; Manages the project requirements of highly complex capital budget based projects / programmes; Ensures stakeholder communication; 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

				<ul style="list-style-type: none"> Manages resources to achieve the project objectives. 	<ul style="list-style-type: none"> clearly communicates expectations; and Sets and manages service level agreements with external service providers.
5. Financial Management	<ul style="list-style-type: none"> Not applicable. 	<ul style="list-style-type: none"> Not applicable. 	<ul style="list-style-type: none"> Understands and weighs up financial implications of valuation processes; Adheres to Supply Chain management processes when procuring external services; Develops corrective measures/actions to ensure efficient use of financial resources; and Interprets financial statements. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	
The ability to establish and maintain productive relationships with people within and outside of the municipality.					

<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication; • Responds to questions with accurate and complete answers; and • Listens well and is receptive. 	<ul style="list-style-type: none"> • internal and external stakeholders; and • Is able to assert his/her opinions. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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;
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the</p>	<ul style="list-style-type: none"> • Displays commitment to excellence; • Keeps commitments and promises in undertaking 	<ul style="list-style-type: none"> • internal and external stakeholders; and • Is able to assert his/her opinions. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3; and

<p>improvement of municipal processes in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identifies and analyses opportunities where innovative ideas can lead to an improved service.
<p>4. Customer Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Displays customer focus; Is reliable and delivers on time; Establishes rapport with clients ; and Responds to client needs timeously. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service expectations; and Implements client satisfaction feedback to ensure provision of quality service. 	<ul style="list-style-type: none"> 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				

<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; and Ensures delivery according to project or action plans. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Provides leadership by creating a conducive environment where self-management prevails.
<p>2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has a calming influence on others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; Conducts Scenario planning; and Develops contingency plans. 	<ul style="list-style-type: none"> 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.
<p>3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<ul style="list-style-type: none"> Shows a willingness to learn; and Copes effectively with change. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<ul style="list-style-type: none"> Shows willingness to learn new things and acquire knowledge. 	<ul style="list-style-type: none"> 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); Engages in regular external activities. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Remains abreast of changes in the sector. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Remains abreast with changes and initiatives in the sector and looks for ways to cooperate and integrate; Promotes best practice.
<p>5. Cognitive Ability</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<ul style="list-style-type: none"> Strong attention to detail; Works within a relatively structured environment. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; Develops new ways to solve problems; and Demonstrates strong analytical reasoning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
<p>1. Impact and Influence</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2; 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3;

<p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tacitly 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. 	<ul style="list-style-type: none"> Persuades political heads to adopt and implement results / outcomes of project; Gains support by capitalizing on understanding of political forces affecting the organization; Able to make unpopular decisions if it is in the best interests of the organisation; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.
<p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p>4. Strategic Capability/Leadership or Direction Setting</p> <p>Determines and articulates the vision, sets the direction for the organisation and / or unit and inspires others to deliver on the organisational mandate.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1; Provides 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3; Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations 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>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.</i>	
Signature:	Date:

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

**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%

ANNEXURE E

CATEGORIES OF MISCONDUCT AND TIME PERIODS THAT MUST EXPIRE BEFORE 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 manager's spouse, partner or business associate, has a direct benefit or private business interest.	5
8.	Being party to or beneficiary under a contract for the provision of goods and services to any municipality or any municipal entity established by a municipality.	5
9.	Soliciting or accepting directly or indirectly any gift or favour that may influence the exercise of his or her functions, the 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

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

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	Head of the Office	Head of the Office	Head of the Office of the Speaker	Support Officer	Manager: Councillor Support	
Administrative Secretary/Assistant Administrative Secretary	Administrative Secretary Private Secretary	Administrative Secretary Private Secretary	Administrative Secretary Public Participation and Outreach Coordinator	Secretary	Executive Support Officer per POB Secretary per POB	Executive Support Officer per POB Researcher per POB Secretary per POB
Private Secretary/Assistant Private Secretary	Special Advisor Community Liaison Officer	Driver	Public Officer: Petitions and Hearings			
Special Advisor	Receptionist		Ward Coordinator			
Community Liaison Officer	Driver		Coordinator: Community Development Workers			
Receptionist			Senior / Administrative Officer			
Driver			Receptionist			
	Possible Shared Resources:					
	1. Researcher and Speech Writer					
	2. Committee Support (Administration)					

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	Head of the Office	Head of the Office	Head of the Office of the Speaker	Support Officer	Manager: Councillor Support	
Administrative Secretary	Administrative Secretary	Administrative Secretary	Administrative Secretary	Secretary	Executive Support Officer per POB	Executive Support Officer per POB
Private Secretary	Private Secretary	Private Secretary	Public Participation and Outreach Coordinator		Secretary per POB	Researcher per POB
Special Advisor	Special Advisor	Driver	Public Officer: Petitions and Hearings			Secretary per POB
Community Liaison Officer	Community Liaison Officer		Ward Coordinator			
Receptionist	Receptionist		Coordinator: Community Development Workers			
Driver	Driver		Senior / Administrative Officer			
			Receptionist			
			Driver			
Possible Shared Resources:						
<ol style="list-style-type: none"> 1. Researcher and Speech Writer 2. Committee Support (Administration) 						

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	Head of the Office	Head of the Office	Head of the Office of the Speaker	Support Officer	Manager: Councillor Support	
Administrative Secretary	Administrative Secretary	Administrative Secretary	Administrative Secretary	Secretary	Executive Support Officer per POB	Executive Support Officer per POB
Private Secretary	Private Secretary	Private Secretary	Public Participation and Outreach Coordinator		Secretary per POB	Researcher per POB
Special Advisor	Special Advisor	Driver	Public Officer: Petitions and Hearings			Secretary per POB
Community Liaison Officer	Community Liaison Officer		Ward Coordinator			
Receptionist	Receptionist		Coordinator: Community Development Workers			
Driver	Driver		Senior / Administrative Officer			
			Receptionist			
			Driver			
Possible Shared Resources:						
<ol style="list-style-type: none"> 1. Researcher and Speech Writer 2. Committee Support (Administration) 						

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 standarde vir posbeskrywings
9. Posevaluering

HOOFSTUK 3**WERWING, KEURING EN AANSTELLING VAN PERSONEEL**

10. Beginsels
11. Bepaling van werwingsbehoefte
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 staving van persoonlike getuigskrifte
20. Aanstelling
21. Aanstelling van steunpersoneel in kantore van politieke ampsbeksleërs
22. Herindiensneming van afgedankte personeel
23. Proefitydperk
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 vastetermyntkontrak

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 spangebbaseerde 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 vaardigheidsbehoefte
47. Ontleding van vaardigheidsbehoefte
48. Oudit van personeelvaardighede
49. Evaluering ter erkenning van vorige leer
50. Persoonlike ontwikkelingsplanne
51. Werkplekvaardigheidsplan
52. Begroting vir vaardigheidsontwikkeling

DEEL C**IMPLEMENTERING VAN VAARDIGHEIDSONTWIKKELING**

- 53. Soorte vaardigheidsontwikkelingsprogramme
- 54. Verpligtinge van munisipaliteit

DEEL D**OORSIG VAN VAARDIGHEIDSONTWIKKELING**

- 55. Evaluering van gehalte en impak van vaardigheidsontwikkeling

DEEL E**BETALING VIR VAARDIGHEIDSONTWIKKELINGSPROGRAMME**

- 56. Betalingsvoorwaardes

**HOOFSTUK 6
GESKILBESLEGTING**

- 57. Griewe

**HOOFSTUK 7
DISSIPLINÊRE KODE EN PROSEDURE**

- 58. Dissipline

**HOOFSTUK 8
VERGOEDINGSVERWANTE AANGELEENTHEDE**

59. Vergoeding

HOOFSTUK 9

ALGEMEEN

- 60. Delegasies
- 61. Teenstrydighede tussen verskillende tekste
- 62. Oorgangsreëlings
- 63. Personeelrekords
- 64. Herroeping van regulasies
- 65. Kort titel en inwerkingtreding

AANHANGSEL A

PLAASLIKE REGERING: BEVOEGDHEIDSRAMWERK VIR BEDRYFSBANE

AANHANGSEL B

AANSOEVORM 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 Dienslewering- 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 prestasietings 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 betrekkinge 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 poswaardes te skep wat bepaal en illustreer waar elke pos in die munisipaliteit pas met betrekking tot ander poste in die munisipaliteit;

"prestasië-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;

"vaardighedsoudit" 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 openbare werkeprogram 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, opleidingsbehoefte 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 opleidingsbehoefte van histories benadeelde persone te voorsien; en
- (d) meganismes en prosedures verskaf om personeellede wat geraak word deur die skraping 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 onderverteenvoordiging 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
Strukturvorm	<ul style="list-style-type: none"> • Strategies: 0,2 – 1% • Bestuur/Spesialis: 1 – 20% • Bedryf: 80 – 90% 	<ul style="list-style-type: none"> • Strategies: 1% • Bestuur/Spesialis: 1% – 15% • Bedryf: 85% – 95% 	<ul style="list-style-type: none"> • Strategies: 1% • Bestuur: 5% – 15% • Spesialis: 30% – 55% • Bedryf:

Dimensie	Kategorie A	Kategorie B	Kategorie C
			15% – 30%
Omvang van beheer	<ul style="list-style-type: none"> • Munisipale bestuurder: 7 – 8 • Direkteure: 6 – 7 • Afdelingsbestuurders: 5 – 6 • Bestuurders: 5 – 6 • Toesighouers: 9 – 15 	<ul style="list-style-type: none"> • Munisipale bestuurder: 6 – 8 • Direkteure: 5 – 7 • Afdelingsbestuurders: 5 – 6 • Bestuurders: 5 – 6 • Toesighouers: 9 – 15 	<ul style="list-style-type: none"> • Munisipale bestuurder: 6 – 8 • Direkteure: 5 – 6 • Afdelingsbestuurders: 4 – 5 • Bestuurders: 4 – 5 • Toesighouers: 9 – 12
Kern om werknemers-verhouding te steun	<ul style="list-style-type: none"> • 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 Polisie diens 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 diensleweringsprioriteite 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 nuwesienlike 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 daarna 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 standarde 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 posevalueringproses 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 posevalueringproses 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 relatiewiteit 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

Beginnels

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 werwingsbehoefes

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 vastetermykontrak, 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 bevoegdhele 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 bevoegdhele bekom het soos in hierdie Regulasies voorgeskryf word nie, moet die munisipaliteit die werkplekvaardigheidsplan aanwend om die personeellid se bevoegdheidsleemtes en ontwikkelingsbehoefte 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 gedelegerde moet gedurende die keuringsproses fasiliteer en adviesdienste verskaf om voldoening aan die Regulasies by die werwings- en keuringsproses te verseker.
- (8) 'n Personeellid wat gedeleger 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 gedelegerde 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 gedelegerde die saak by die gepaste gedelegerde 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 vakbondvertegenwoordigers: 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 voorkeurvorgorde 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 staving 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 werkgever 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 werkgever 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 personeellid 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 standaardte 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 salarislak 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, bepalinge 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 bepalinge 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 ontwikkelingsbehoefes; 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 personeelid 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 vastetermykontrak 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 nediskriminerende 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 -evaluasië 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 staatsampenaar 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 standarde 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-gewigstoekening dui die relatiewe belangrikheid van elke SPG aan.
- (8) Die spesifieke 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 -evaluering 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 -ontwikkelingstelsel 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 spangebbaseerde 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 standarde 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 standaard 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 bevoegdhele 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 standaard 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 standaard 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 standaard 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 prestasie-meting 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 uitkomst 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 evaluering deur die komitee oorweeg word; en
- (c) 'n senior beampte van mensehulpbronne, wat raad, leiding en steun sal gee, insluitende om reëlins vir sekretariële dienste te tref.
- (4) Die doel van die departementele prestasimodereringskomitee is om—
- (a) moderering van jaarlikse personeelprestasiresultate 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 prestasietelingskaal 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-evaluering 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 prestasie meting van 'n personeellid te staaf, mag die departementele modereringskomitee nie die prestasie metings 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 prestasietings 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 reëlins 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 -ontwikkelingstelsel 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 evalueringuitskoms 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) potensiele uitdagings in die prestasiebestuurstelsel te identifiseer en gepaste oplossings aan die munisipale bestuurder aan te beveel;
- (j) ontwikkelingsbehoefte 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 prestasie meting 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 verhoë 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 prestasie meting onder 3 ontvang, moet—
- (a) bygestaan word om sy of haar bevoegdheids 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 gehaltesdienste 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 vaardigheidsbehoefte te identifiseer en geleentheid te ontwikkel om in die vaardigheidsbehoefte te voorsien;
 - (b) nuwe vaardighede en kennis te identifiseer wat personeel nodig het om hul loopbaangroei en -vordering te steun;
 - (c) leergeleentheid 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 vaardigheidsontwikkelingsproses behels beplanning, vaardigheidsevaluering, implementering en hersiening.

DEEL B

BEPLANNING VAN VAARDIGHEIDSONTWIKKELING

Ooreenstemming met strategiesebeplanning-siklusse

45. Die bepaling van munisipale vaardigheidsbehoefte, 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 vaardigheidsbehoefte

46. Vaardigheidsbehoefte in munisipaliteit moet bepaal word deur die volgende te doen—

- (a) ontleding van vaardigheidsbehoefte, waarin die munisipaliteit vaardigheidsbehoefte op munisipale en departementele vlak moet identifiseer gegrond op kritieke rolle, werkkategorieë en gepaardgaande bevoegdheid; en
- (b) 'n personeelvaardigheidsaudit, wat vaardigheidsbehoefte vir elke personeelid moet identifiseer gegrond op spesifieke bevoegdheidsbehoefte wat verband hou met huidige rolle en toekomstige loopbaanambisies.

Ontleding van vaardigheidsbehoefte

47. (1) Elke munisipaliteit moet 'n ontleding van vaardigheidsbehoefte doen wat die munisipaliteit se vaardigheidsbehoefte ontleed en die vaardigheidsbeperkings op dienslewering in die munisipaliteit as geheel en in elke departement of funksie evalueer.
- (2) Die ontleding van vaardigheidsbehoefte moet die prioriteitsbehoefte aan vaardigheid identifiseer, wat, indien dit doeltreffend ontwikkel word, 'n merkbare impak op die munisipaliteit se prestasie sal hê.
- (3) Die proses om die vaardigheidsbehoefte te identifiseer moet—
- (a) gerig word deur die lys kritieke en skaars vaardigheid 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 kapasiteitsbehoefte 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 vaardigheidsbehoefte moet gegrond wees op—
 - (a) 'n strategiese evaluasie van vaardigheidsbehoefte 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 vaardigheidsbehoefte 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 vaardigheidsbehoefte 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 personeelid;
 - (b) persepsiegebaseerde evaluering; en
 - (c) bewysgebaseerde evaluering, insluitende evaluering 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 ontwikkelingsbehoefes 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 vaardigheidsbehoefte en die individuele vaardigheidsoudits.
- (2) Die werkplekvaardigheidsplan moet die volgende insluit—
- (a) Die vaardigheidsbehoefte 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 voltooidde 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) kapasiteitsbutoelaes 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, tegnisi-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 kompleksere 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 diensleweringsvereistes, 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 standarde 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 vaardigheidsontwikkelingsverslae en evaluasieresultate—
 - (i) met die wyer kapasiteitsbou-inisiatiewe van die munisipaliteit geïntegreer word; en
 - (ii) aan die betrokke provinsiale en nasionale kapasiteitsboustrukture gerapporteer word.

DEEL E**BETALING VIR VAARDIGHEIDSONTWIKKELINGSPROGRAMME****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 verblyf koste 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. Dissiplinêre 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: BEVOEGDHEIDSRAMWERK 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 akkurate 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 evaluering 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 prestasietekens 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 evalueringe 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.

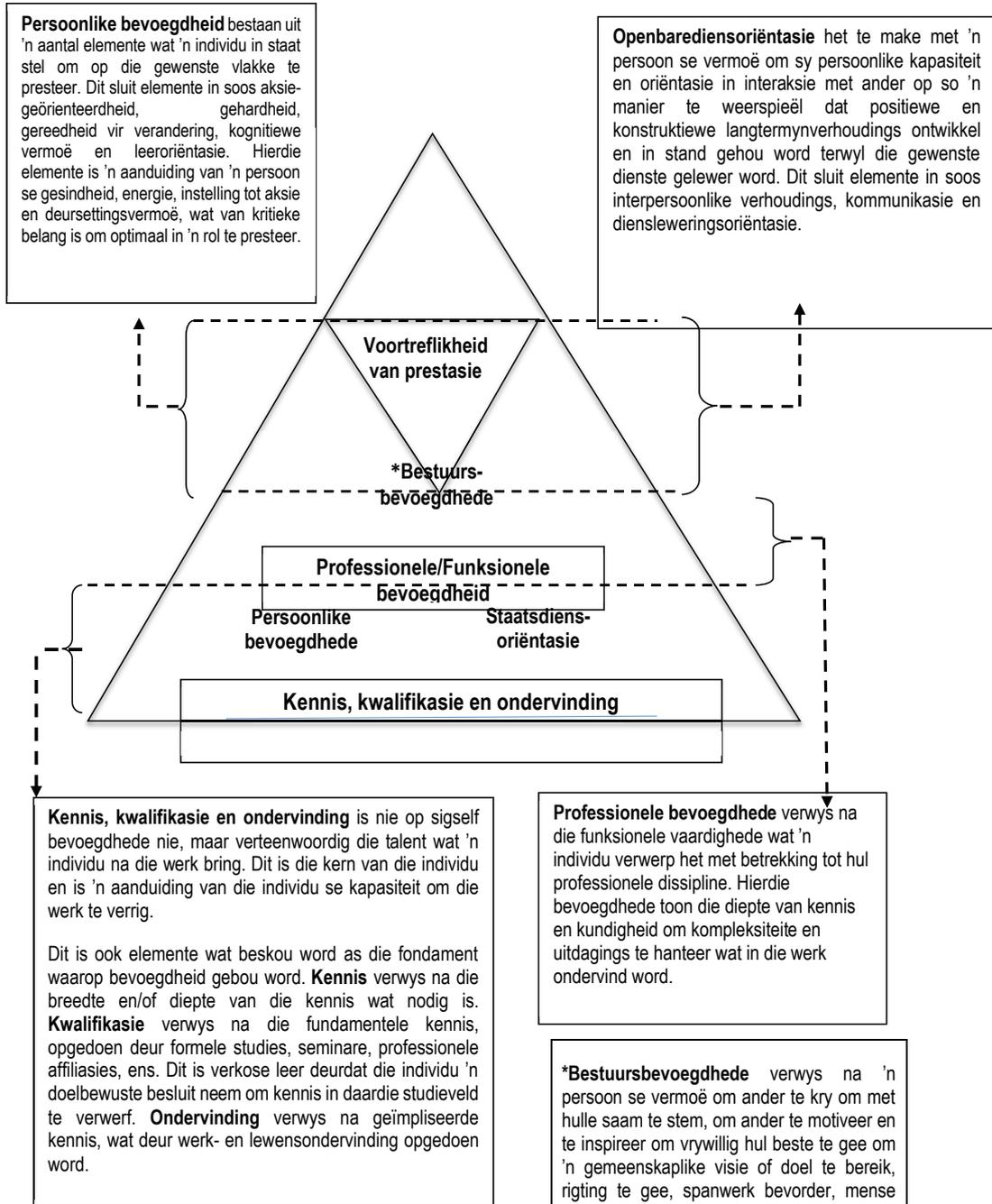
3. Uitleg

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, Tegnieise 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 bevoegdheede 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 bevoegdheede wat per loopbaanstroom gedefinieer is.

Elke bevoegdheidsraamwerk bestaan uit bevoegdheede 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: BEVOEGDHEIDSRAMWERK 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 STADSBEPANNING	TEGNIESE DIENSTE	GEMEENSKAPS-DIENSTE	KORPORATIEWE DIENSTE	FINANSIES
FUNKSIES	<ul style="list-style-type: none"> • Plaaslike ekonomiese ontwikkeling • Maatskaplike ontwikkeling • Ruimtelike beplanning/ Beplanning en bou-ontwikkeling/ Stadsontwerp • Omgewingshulpbronbestuur • Menslike nedersettings • Bestuur van geometrie en ruimtelike data • Eiendomsbestuur 	<ul style="list-style-type: none"> • Vervoer • Paaie en stormwater • Water en sanitasie • Soliede afval • Elektriesiteit/energie • Vlootbestuur • Meganiese werkwinkels • Laboratoriums • Wetenskap 	<ul style="list-style-type: none"> • Gesondheidsdienste • Parke en ontspanning • Biblioteke • Strategiese bates • Gemeenskaps-fasiliteite • Verkeersdienste • Wetstoepassing • Metropolise • Ramp-/risikobestuur • Brand- en reddingsdienste • Openbare noodkommunikasiesentrums • Ramp-/risikobestuur-sentrums 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Inkomste • Tesourie • Begrotings • Aanbodkettlingbestuur • Uitgawes • Waardasies
BEVOEGDHEIDSRAMWERKE OOR FUNKSIONELE GROEPE	<ul style="list-style-type: none"> • Beplanningprofessie • Stadsontwerp • Argitektuur • Bou-inspekteurs • Ekonomiese ontwikkeling • Planinspekteurs • Ingenieurs • Ingenieurstechnici • Ingenieurstechnoloë 	<ul style="list-style-type: none"> • Beplanningprofessie • Stadsontwerp • Argitektuur • Ingenieurs • Ingenieurstechnici • Ingenieurstechnoloë • Tegnieese laboratoriumassistentie • Laboratoriumstechnici • Wetenskaplikes 	<ul style="list-style-type: none"> • Gespesialiseerde omgewings-gesondheid (luggehalte) • Omgewingsgesondheidspraktisyns • Mediese beroepe insluitende verpleging • Apteekdienste 	<ul style="list-style-type: none"> • Komiteedienste • Kommunikasie • Forensiese dienste • Mensehulpbronne • Geïntegreerde ontwikkelingsbeplanning • Bestuur van onroerende eiendom/bates • Interne ouditering • Inspekteurs/ombudsman 	<ul style="list-style-type: none"> • Meterlesing (inspekteurs) • Aanbodkettlingbestuur • Waardeerders • Rekeningkundiges <ul style="list-style-type: none"> ➢ Inkomste ➢ Tesourie ➢ Begrotings

	<ul style="list-style-type: none"> • Veldbeampies (teengrondbesetting) • Eiendomsbestuur • Bourekenaars • Fasilitering van maatskaplike ontwikkeling • Spesiale projekte van maatskaplike ontwikkeling 	<ul style="list-style-type: none"> • Monsternemingsdienste • Bourekenaars • Proseksontrolleur • Prosesoperateur 	<ul style="list-style-type: none"> • Gesondheidsbevordering • Brand en redding • Bibliotekaris • Lewensredders • Personeel in uniform, insluitende: <ul style="list-style-type: none"> ➢ Verkeer ➢ Wetstoepassing ➢ Metropolisie 	<ul style="list-style-type: none"> • Inligtingstechnologie • Regsdienste • Drukkersdienste • Rekordbestuur 	
GENERIESE OORKRUIS LOOPBAAN-STROME/BEVOEGDHEIDS-RAAMWERKE	<ul style="list-style-type: none"> • Administratiewe steun • Ambagte • Fasiliteitsbestuur • Finansies • Bestuur/leierskap • Administratiewe steun vir projekte • Projek-/programbestuur • Toesighouers/Voorman • Geomatika • Geografiese inligtingstelsels • Operasioneel, insluitende— <ul style="list-style-type: none"> ➢ 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 				

ADMINISTRATIEWE BEVOEGDHEIDSRAMWERK

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is 'n riglyn en word gevolglik nie hiertoe beperk nie)	<ul style="list-style-type: none"> Klerk Koerier Kantoorassistent Datavaslegger Ontvangspersoon 	<ul style="list-style-type: none"> Assistent- administratiewe beampte Stoorklerk Spesialis-/Senior klerk Inbelsentrumagente Kantooradministrateur Sekretaris 	<ul style="list-style-type: none"> Administratiewe toesighouer Depot-administrateur Administratiewe beampte Persoonlike assistent/Senior Uitvoerende sekretaresse Inbelsentrumspanleier 	<ul style="list-style-type: none"> Kantoorbestuurder Administratiewe bestuurder Inbelsentrumtoesighouer
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Voorsien roetine- klerklike steun en volg standaardprosedures; en Werk onder direkte toesig. 	<ul style="list-style-type: none"> Voer komplekse administratiewe funksies uit wat gespesialiseerde kennis verg; en Werk onder beperkte toesig. 	<ul style="list-style-type: none"> Gespesialiseerde kennis van administratiewe prosesse en prosedures in (n) funksionele gebied(e); Hou toesig oor meer junior klerkpersoneel; en Kennis van Argiefwet. 	<ul style="list-style-type: none"> Volle omvang van administratiewe kennis in die bestuur van 'n funksie; Bestuur administratiewe en klerklike personeel; en Kennis van Argiefwet.
ONDERVINDING	<ul style="list-style-type: none"> 0-2 jaar ondervinding 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding met ondervinding as toesighouer 	<ul style="list-style-type: none"> 8 of meer jaar toepaslike ondervinding, waarvan 2 jaar op toesighouersvlak moet wees
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 12; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Graad 12; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Graad 12; Rekenaargeletterdheid: MS Office; en 	<ul style="list-style-type: none"> 'n Toepaslike driejaar-tersiere kwalifikasie, verkieslik 'n Nasionale Diploma of B-graad; en

			<ul style="list-style-type: none"> • Persoonlike assistent/senior/uitvoerende sekretaresse vereis ook 'n toepaslike sekretariële sertifikaat. 	<ul style="list-style-type: none"> • Rekenaargelettertheid: 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.	<ul style="list-style-type: none"> • Lees en verstaan basiese dokumente; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Berei oorwoë skriftelike kommunikasie van hoë gehalte voor, wat die volgende kan insluit: briewe, memorandum, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Berei oorwoë verslae van hoë gehalte voor vir besluitneming in die organisasie; en • Aanvaar toesigerantwoordelikheid 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.	<ul style="list-style-type: none"> • Kan basiese verbale instruksies van meerderes en kollegas verstaan; en • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of ooreenstemmings uit wat in ag geneem moet word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra. 	<ul style="list-style-type: none"> • 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 standarde te verseker.	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standarde en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.

		<ul style="list-style-type: none"> Kontroleer teen standaarde en regulasies. 		
<p>4. Invloed</p> <p>Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.</p>	<ul style="list-style-type: none"> Het daaglikse interaksie met verskeie kliente/belanghebendes; en Beantwoord basiese vrae beleefd en behulpsaam. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Gee opsies vir optrede deur kliente/belanghebendes uit 'n reeks beskikbare optredes; en Voer opsie deur wat die klient/belanghebbende gekies het binne die perke van vasgestelde prosedure. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Stel 'n reeks opsies vir optrede deur klient/belanghebbende vas; Gee opsies en aanbeveling van voorkeuropsie aan klient/belanghebbende; Gee redes vir voorkeuropsie; en Voer finale besluit deur. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Identifiseer voorkeuroplossing met potensiele gevolge Besluit oor beste opsie in risikoprofiel; Skep verstandhouding met klient/belanghebbende/groepe oor die beste opsie; en Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.
<p>5. Etiek en professionalisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.</p>	<ul style="list-style-type: none"> Volg ingestelde prosedures soos voorgeskryf in beleid/standaard-werkprosedures; Is wakker vir potensiele belangebotsings en volg prosedures om dit te hanteer; Bring potensiele gevalle van botsings onder die aandag van die toesighouer; en Bewus van beskikbare hulpbronne om etiese kwessies op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Kan potensiele belangebotsings ten opsigte van regulatoriese en beleidsraamwerke identifiseer; Identifiseer netelige kwessies en los dit met kliente 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Evalueer toepaslike feite, kwessies en risiko's; Onderskei tussen verskillende opsies; Los kwessies ten opsigte van etiese sake en potensiele belangebotsings op terwyl gepaardgaande risiko's in ag geneem word; en Handhaaf goeie en etiese gedrag.
<p>6. Organisasionele bewustheid</p>	<ul style="list-style-type: none"> Verstaan hoe 'n sake-eenheid funksioneer; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3;

Die vermoë om die munisipaliteit se oogmerke, die impak van besluite op die gemeenskap en die funksionering van die departement te verstaan.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 diensleweringuitdagings. 	<ul style="list-style-type: none"> • Dra by tot die vorming van die direksoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Dra by tot die vorming van die direksoraat/munisipaliteit se beleid en prosedures • Openbaar kennis van toepaslike munisipale wetgewing; en • Dieptekennis van die direksoraat/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.	<ul style="list-style-type: none"> • Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Waarsku die toesighouer van probleme binne 'n vasgestelde proses; en • Los eenvoudige probleme op. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Identifiseer probleme in prosesse; en • Verwys probleme na toesighouer vir oplossing maar bied alternatiewe of aanbevelings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Breek probleme in onderliggende dele op; • Verstaan na wie om problemelemente te verwys; • Kry insette van span/kollegas oor moontlike oplossings; • Ontwikkel alternatiewe oplossings en verwys na toesighouer vir goedkeuring; en • Volg op met oplossings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Konseptualiseer moontlike oplossings van probleme; • Oorweeg elke oplossing teen bestepraktikmaatstawwe; • 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.	<ul style="list-style-type: none"> • Beplan take daaglik volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en

	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 bevoegdhe				
1. Sakeprosesse Vermoë om betrokke te raak by stelsels of komponentprosesse en voortdurend verbeterings te maak.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> • Vermoë om die basiese funksies van 'n verskeidenheid kantoorfasiliteite te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Openbaar basiese rekenaargeletterdheid; en • Basiese kennis van MS Office. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Vermoë om die gevorderde funksies van 'n verskeidenheid kantoorfasiliteite te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Intermediêre kennis van MS Office. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Kan gevorderde funksies van MS Office-pakkette gebruik; en • Kan data verwerk deur verskillende rekenaarsagtewarepakkette te gebruik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> • Voer data in spesifieke toepassings in, gerekenariseer of per hand, volgens vasgestelde prosedures; en • Gaan data na wanneer dit ingevoer word vir ooglopende foute. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Kan basiese ontleding van data doen deur gestandaardiseerde verslae uit te druk. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Kan data ontleed deur rekenaarinstrumente te gebruik soos MS Office (bv. Excel, PowerPoint). 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

Bevoegdhede ten opsigte van openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe ooggpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> • 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.

<p>3. Dienslewings-geïntereerdheid 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.</p>	<ul style="list-style-type: none"> • Verbonde aan voortrefflikheid; en • Kom verbintnisse en belofes by die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor dienslewingsake soos nodig.
<p>4. Klientoriëntering en klantefokus Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus betyds en op gepaste wyse aktief op die antisipasie, bevrediging en oortreffing van die behoeftes.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliente wat bedien word; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge, en verseker klientevredigheid; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Verstaan die klient se kwessies en soek inligting oor hul huidige en toekomstige vereistes; • Ondersteun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klientediens te lewer; en • Monitor klientevredigheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree spesifiek en volgehou op om die visie vir klientediens te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes te bereik (d.m.v. prestasiebestuur, hulpbrontoekenning, ens.) 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die visie van klientediens deur eie optrede en gesindhede; en • Gee erkenning aan individue en gebiede wat gedrag en uitkomstes openbaar wat met die visie van klientediens strook.
Persoonlike bevoegdhede				
<p>1. Aksie-oriëntering Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Entoesiasies oor nuwe projekte; • Beheer etlike uitdagings; • Maak seker dat by spertye gehou word; en • Bestuur kontak met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Maak seker projekdoelwitte is onder beheer en word bereik; • Motiveer spanede; • Stel doelwitte wat in lyn is met departementsdringendhede; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.

<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Bly kalm onder druk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Oop vir nuwe idees en en maniere van dinge doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en onduidelikheid te hanteer. Toon langtermyn-denke, druk deur op 'n logiese manier, bewus van gevolge en implikasies. Kan die groter prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>5. Leeroriëntering</p>	<ul style="list-style-type: none"> • Toon gewilligheid om nuwe dinge te leer en kennis in te win; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3;

Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	<ul style="list-style-type: none"> • Neem gereeld aan eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • 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-/leierskapsbevoegdhe				
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Toon inisiatief en selfvertroue in betrekkinge met ander; • Kan in 'n multidisciplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehörigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bou spangees en samehörigheid 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	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Sit werk op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Kan duidelik rigting gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Kan die direksie/departement se doele in doelwitte vir die eenheid omskep en die span

daarop om inkoop en verbintenisse tot die doelwitte te verkry.				<p>se verbintenisse tot die doelwitte kry;</p> <ul style="list-style-type: none"> • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; en • Organiseer hulpbronne en inspireer ander tot gefokusde prestasie.
<p>4. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

BEVOEGDHEIDSRAMWERK VIR ARGITEKTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> • Professionele tekenaar/tegnikus 	<ul style="list-style-type: none"> • Professionele argitekstegnikus 	<ul style="list-style-type: none"> • Senior professionele argitekstegnikus 	<ul style="list-style-type: none"> • Professionele argitek
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Kennis van die argitektuurbeginsels, bouetegnologieë, en konstruksiestelsels wat op argiteksonwerp 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 	<ul style="list-style-type: none"> • Ingelig omtrent, en bevoeg om, konseptualisering en detailontwerp te onderneem en argitektdokumentasie 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; 	<ul style="list-style-type: none"> • Ingelig omtrent, en bevoeg om, die konseptualisering, detailontwerp op alle vlakke, magtiging, kontrakdokumentasie, verkryging en konstruksie monitoring 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).	<ul style="list-style-type: none"> • Kennis van hoe om die ontwerpintese logies aan te bied; en • Volledige kennis van die SACAP Kode van Professionele Gedrag (Raadskennisgewing 154 van 2009). 	<ul style="list-style-type: none"> • Kennis van hoe om die ontwerpintese logies oor te dra; en • Volledige kennis van die SACAP Kode van Professionele Gedrag (Raadskennisgewing 154 van 2009).
ONDERVINDING	<ul style="list-style-type: none"> • 0-2 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 2-3 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 3-5 jaar toepaslike ondervinding, insluitende nagraadse internskap om geregistreer te word. 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding, verkieslik in die veld van argitektuur.
KWALIFIKASIE	<ul style="list-style-type: none"> • '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. 	<ul style="list-style-type: none"> • 'n Toepaslike tersiële 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. 	<ul style="list-style-type: none"> • 'n Toepaslike tersiële kwalifikasie, verkieslik 'n bacchalaureusgraad in Argitekturstudies (Honneurs); of • B Arch (Prof) [4 jaar, 480 krediete]; of • B Tech/Gevorderde Diploma + 1 jaar werkgeïntegreerde leer; • Geregistreer by die Suid-Afrikaanse Raad vir die Argiteksberoep; • Geldige rybewys met kode EB; • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • 'n Toepaslike tersiële 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.

BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdhede				
<p>1. Organisasie bewusheid</p> <p>Die vermoë om die munisipaliteit se visie en oogmerke te verstaan sowel as die prosessuele funksionering van die departement.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 diensleweringuitdagings. 	<ul style="list-style-type: none"> 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.
<p>2. Etiek en professionalismisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en te hanteer.</p>	<ul style="list-style-type: none"> Volg ingestelde prosedures soos voorgeskryf word in beleid/standaardwerkprosedures; Is wakker vir potensiele belangebotsings en volg prosedures om dit te hanteer; Bring potensiele gevalle van botsings onder die aandag van die toesighouer; en Bewus van hulpbronne beskikbaar om etiese kwessies op te los. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Kan potensiele 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 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Evalueer toepaslike feite, kwessies en risiko's; Onderskei tussen verskillende opsies; Los etiese kwessies en potensiele belangebotsings op met inagneming van gepaardgaande risiko's; en Handhaaf te alle tye goeie en etiese gedrag.

			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.	<ul style="list-style-type: none"> Voer geïnterpreteerde navorsing en ontledingsdata in spesifieke toepassings, gerekenariseerde of handprosedures in volgens vasgestelde prosedures; en Gaan data na wanneer dit ingevoer word vir ooglopende foute. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; en Kan basiese navorsing en ontleding van data doen. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; en Kan data ontleed met behulp van verskillende sagtewaretoepassings. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Kan komplekse data en opdragvereistes navorsing 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Verstaan prioriteite, doelwitte en kwessies van naburige munisipaliteite; Dryf billike dienslewering aan met inagneming van die impak wat dienskwessies, programme en besluite op die openbare belang/kwellinge het. Openbaar 'n intieme begrip van die vermoëns, aard en potensiaal van die diens; Goed vertrouwd en ingelig oor die munisipaliteit se beleid en prosedures 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Kan 'n skerp kennis van maatskaplike, ekonomiese en politieke kwessies in 'n gewese 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	<ul style="list-style-type: none"> Is goed georganiseer en maak seker dat alle logistiek wat met die openbare deelnameproses verband hou, aandag geniet. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 2; Verstaan besluitnemingstrukture en -prosesse van 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Ontwikkel goed gedefinieerde kommunikasiestrategie.

<p>voor te stel op 'n duidelike manier en om op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.</p>		<ul style="list-style-type: none"> • 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. 	<p>belanghebbendes en ontwerp oorlegplegingsforums dienoreenkomstig;</p> <ul style="list-style-type: none"> • Pas kommunikasie-inhoud en -styl aan by die gehoor, insluitende doeltreffende beheer oor liggaamstaaf; 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, sensitiwe boodskappe taktvol aan belanghebbendes oor; en • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan. 	<p>Openbaar deeglike begrip van onderwerp, risiko's, dinamika van belanghebbendes en deelnameprosesse en metodologie;</p> <ul style="list-style-type: none"> • 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.
<p>6. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite en bouprojekte binne spesifieke tydraamwerke te beplan en daardie aktiwiteite dan volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Beplan take daaglik volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Beplan take daaglik volgens 'n evaluasie van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid deur 'n mate van diskresie te gebruik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daaglik volgens 'n evaluasie van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>7. Versag risiko's</p> <p>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.</p>	<ul style="list-style-type: none"> • Identifiseer eenvoudige risiko's in 'n vasgestelde proses; en • Stel toesighouer in kennis van risiko's in 'n vasgestelde proses. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Identifiseer risiko's in prosesse; en • Vervys risiko's na toesighouer vir oplossing maar bied alternatiewe of aanbevelings aan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Konseptualiseer moontlike oplossings vir risiko's; • Oorweeg elke oplossing teen besteparkmaatstawwe; • Stel planne om risiko's te versag, vas en voer dit uit terwyl ander betrek word soos nodig; en

			<ul style="list-style-type: none"> • Ontwikkel alternatiewe oplossings en verwys na toesighouer vir goedkeuring; en • Volg op met oplossing. 	<ul style="list-style-type: none"> • Verseker implementering van en inkoop vir die oplossing.
<p>8. Onderhandeling</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 loepas; en • Toon hoe vlakke van integriteit en vertroulikheid in die hantering van sensitiewe inligting. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 hoe 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. 	<ul style="list-style-type: none"> • 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.
<p>9. Invloed</p> <p>Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.</p>	<ul style="list-style-type: none"> • Hou daaglikse interaksie met verskillende personeellede en bestuurders; en • Beantwoord basiese vrae beleefd en behulpsaam. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 voorkeuropsie; en • Voer finale besluit deur. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiële gevolge; • Besluit op beste opsie in risikoprofiel; • Skep verstandhouding met klient-/ belanghebbende groepe oor die beste opsie; en • Voer opsie uit en aanvaar gevolge en verantwoordingspligtigheid.

<p>10. Aandag aan besonderhede</p> <p>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.</p>	<ul style="list-style-type: none"> Gaan werk na vir foute en weglatings voor indiening; en Doen al die nodige drukwerk en samevoeging vandokumentasie vir goedkeuring van 'n bestuurder. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 leen standaarde en regulasies, in die besonder SANS10400. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Monitor projekte en programme; Kontroleer leen standaarde en regulasies en teken dokumente af ingevolge SANS10400; en Hersien dokumente akkuraat en redigeer dokumente wat ander geskep het.
Funksionele bevoegdheids				
<p>1. Argitektuurontwerp</p> <p>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.</p>	<ul style="list-style-type: none"> Basiese idee as konsep geformuleer en op 'n fundamentele vlak in 'n vorm uitgedruk. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Kennis van die konseptualisering van 'n idee in sy ruimtelike uitdrukking tot 'n vorm, fatsoen of ruimte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Gevorderde kennis van die konseptualisering van 'n idee in sy ruimtelike uitdrukking tot 'n vorm, fatsoen of ruimte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Deskundige kennis vanaf die konseptualisering van 'n idee tot die ruimtelike uitdrukking tot 'n vorm, fatsoen of ruimte.
<p>2. Konteks en gepaste passing</p> <p>Die begrip van die konteks van 'n werkstuk wat die ontwerpopplossings sal beïnvloed.</p>	<ul style="list-style-type: none"> Basiese begrip van kennis van navorsing, ontleding en interpretering van die bestaande konteks om 'n gepaste ontwerpopplossing te beïnvloed. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Openbaar genoeg kennis van navorsing, ontleding en interpretering van die bestaande konteks as grondslag vir 'n gepaste ontwerpopplossing. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Openbaar dieptekennis van navorsing, ontleding en interpretering van die bestaande konteks as grondslag vir 'n gepaste ontwerpopplossing. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Deskundige kennis van navorsing, ontleding en interpretering van die bestaande konteks as grondslag vir 'n gepaste ontwerpopplossing.
<p>3. Skriftelike kommunikasie</p> <p>Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.</p>	<ul style="list-style-type: none"> Lees en verstaan basiese dokumente; Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en Kan skriftelik op basiese tipes kommunikasie reageer. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en Kan skriftelik op komplekse tipes kommunikasie reageer. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Berei oorwoë, skriftelike kommunikasie van hoe gehalte voor wat die volgende kan insluit: briewe, memorandum, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Berei oorwoë verslae van hoe gehalte voor vir besluitneming in die organisasie; en Aanvaar toetsigerantwoordelike om minder ervare praktisyns en ondergeskiktes se werk te hersien en te redigeer.

<p>4. Mondelinge kommunikasie</p> <p>Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier uit te druk.</p>	<ul style="list-style-type: none"> • Kan basiese verbale instruksies van meerderes en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, om foute te vermy. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardigheid vir komplekse en sensitiewe onderwerpe en probleme.
<p>5. Grafiese kommunikasie</p> <p>Die vermoë om idees te artikuleer en bedoelings grafies oor te dra om ruimtelike voorleggings duidelik oor te dra.</p>	<ul style="list-style-type: none"> • Kan basiese grafiese instruksies van meerderes en kollegas verstaan; en • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Interpreteer komplekse grafiese idees; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Openbaar doeltreffende grafiese vaardigheid vir komplekse en sensitiewe onderwerpe en kwessies.
<p>6. Gebruik van tegnologie</p> <p>Die vermoë om doeltreffend en effektiwiteit in die werksplek gebruik te maak van toepaslike rekenaar-gesteunde ontwerpsagteware vir verbeterde dienslewering.</p>	<ul style="list-style-type: none"> • Vermoë om die basiese funksies van 'n verskeidenheid kantoorfasiliteite te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; en • Goeie kennis van rekenaar-gesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Vermoë om die gevorderde funksies van 'n verskeidenheid kantoorfasiliteite te gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon; • Deskundige kennis van rekenaar-gesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Deskundige kennis van rekenaar-gesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle; en • Kan data verwerk deur verskillende rekenaar-sagtewarepakette te gebruik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Verstaan hoe om rekenaar-pakette 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 rekenaar-gesteunde ontwerpsagteware vir die skepping van 2D- en 3D-modelle.
<p>7. Konstruksietegnologie</p> <p>Vermoë om die bedoeling van verskillende konstruksiemetodes te verstaan en te toon om 'n kontrakteur op voldoende wyse en wettiglik te adviseer.</p>	<ul style="list-style-type: none"> • Basiese kennis van beginsels van konstruksietegnologie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Openbaar goeie kennis van tegnologiese en konstruksieprosesse. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; en • Verstaan en openbaar gevorderde kennis van konstruksietegnologie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Gee deskundige raad aan die span oor die verskillende konstruksietegnologieë.
<p>8. Monitering en beheer</p> <p>Die vermoë om konstruksieprojekte te monitor, met inagneming van die vaardigheid, kennis en</p>	<ul style="list-style-type: none"> • Bou sperdatums in opdragte, take en delegasies in; • Kommunikeer mylpale en verwagte resultate doeltreffend; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Hersien vordering en deel inligting; kry terugvoer oor 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 2; • Stel terugvoermeganismes in om werkvoordering te monitor; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Stel 'n stelsel in om op te volg oor projekte/opdragte/ take;

<p>ondervinding van die aangewese persoon en die eienskappe van die taak of projek.</p>	<ul style="list-style-type: none"> Vra vrae om toepaslike inligting te verkry; Maak seker dat alle besonderhede van 'n projek uitgevoer word; en Hou by met alle klein besonderhede sonder om enige daarvan te vergeet. 	<p>resultate van diegene wat direk betrokke is:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en kom met hulle klaar; Kommunikeer doeltreffend; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Oortuig ander van idees sonder om hul oopvaste te onderdruk; Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> Openbaar doeltreffende mondelinge en skriftelike kommunikasie; Kommunikeer doeltreffend met kollegas en kliënte; en Kan ontwerpinligting op 'n duidelike en bondige manier oor. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Struktureer skriftelike dokumente in 'n logiese raamwerk; Lê komplekse kwessies duidelik en bondig vas; Dra alternatiewe oopvaste oor; Organiseer besprekings logies; en Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> 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.

<p>3. Diensleweringoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortreflikheid; en • Kom verbintenis en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; en • Verstaan en artikuleer gemeenskapsbehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Praat doeltreffend oor diensleweringaangeleenthede soos vereis; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliente wat bedien word; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en verseker klientevredigheid; • Aanvaar persoonlike verantwoordelijkheid om diens van uitstekende gehalte te verskaf; en • Gee spoedig aandag aan minder gekompliseerde probleme, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Sleun ander om persoonlike verantwoordelijkheid te aanvaar om uitstekende diens te lewer; en • Monitor klientevredigheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
Persoonlike bevoegdheidsvlak				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te hou en belofes 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.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriflig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Toon geesdrif om nuwe projekte te aanvaar; en • Gewillig om nuwe uitdagings aan te pak. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Selfgemotiveerd; • Gedrewe om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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

				<ul style="list-style-type: none"> • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend ten spyte van beperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 mislukings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Toon 'n gewilligheid om te leer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Hanteer verandering doeltreffend; • Oop vir nuwe idees en maniere van doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Staar 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.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

		<p>swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak: en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 		
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, voer logies deur, bewys van gevolge en implikasies. Kan die groter prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak die hoof bied. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailorientering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 potensiele impak tee te werk; en • Stel voorsorgmaatreëls in om toe te sien dat probleme nie in die toekomst weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Hanteer hoe 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.
<p>6. Verantwoordingspligtheid en etiese gedrag</p> <p>Vermoë om die hoogste standarde 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.</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 besluit op teen korrupte en oneerlike gedrag. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bevorder deursigtige en aansprekklike munisipale administrasie.
Bestuurs- of leierskapsbevoegdheidsvlakke				
<p>1. Impak en invloed</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Motiveer en inspireer ander;

<p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>			<ul style="list-style-type: none"> • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en • Dwing respek by eweknieë en ondergeskiktes af. 	<ul style="list-style-type: none"> • Beïnvloed senior bestuur en uitvoerende gesag doeltreffend; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; en • Dra by tot 'n positiewe klimaat inin die span. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Sit werk op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

<p>4. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Kan eie en ander se ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Het sterk vakkennis; en Kan gepaste opleidingsingrypings identifiseer. 	<ul style="list-style-type: none"> Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer. Openbaar bevoegdheidsvlak 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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BEVOEGDHEIDSRAMWERK VIR DIE AMBAGTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> • Vakleerling • Vakman • Ambagsmanhelpers • Ambagsmansassistent • Onderhoudsassistent • (Artikel 28-ambagsman) 	<ul style="list-style-type: none"> • Elektriesien • Instrumentmeganikus • Passer en Draaier • Spesiale Werker • Ambagsman Ingenieurswese • Ambagsman Konstruksie • (Artikel 13-Ambagsman) 	<ul style="list-style-type: none"> • Senior Ambagsman • Ambagsmantoesighouer • Spesialis Ingenieursambagsman 	<ul style="list-style-type: none"> • Instandhoudingstoetsighouer of -bestuurder • Ingenieursuperintendent (Ambagsman)
KENNIS	<ul style="list-style-type: none"> • Staans tegniese personeel by. Volg korttermyninstruksies. Onder streng toesig. Voer maklik waarneembare aksies uit. 	<ul style="list-style-type: none"> • Voer aktiwiteite binne 'n ambag uit. Werk onafhanklik en kan toesig hou oor personeel; en • Spesiale werksman – Voer ongekwalifiseerde werk van ambagsman uit. 	<ul style="list-style-type: none"> • Voer hoëvlak-, meer komplekse aktiwiteite binne 'n ambag uit. Werk onafhanklik en kan toesig hou oor personeel. 	<ul style="list-style-type: none"> • Voer meer gespesialiseerde aktiwiteite binne 'n ambag uit. Werk onafhanklik en kan toesig hou oor personeel.
ONDERVINDING	<ul style="list-style-type: none"> • Leer vir 'n ambagsertifikaat of een jaar se ondervinding nodig. 	<ul style="list-style-type: none"> • 1-2 jaar se ondervinding nodig; en • Spesiale Werker het 2-3 jaar se ondervinding nodig. 	<ul style="list-style-type: none"> • 3-5 jaar se ondervinding ná vakleerlingskap nodig. 	<ul style="list-style-type: none"> • 5 jaar of meer se ondervinding ná vakleerlingskap nodig.
KWALIFIKASIE	<ul style="list-style-type: none"> • Leer vir 'n ambagsertifikaat. 	<ul style="list-style-type: none"> • Ambagsertifikaat; en • Spesiale Werker – verkieslik 'n sertifikaat van bevoegdheid, Graad 11 of 	<ul style="list-style-type: none"> • Ambagsertifikaat. 	<ul style="list-style-type: none"> • Ambagsertifikaat.

		ekwivalente Vlak N2-sertifikaat.		
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdheede				
<p>1. Bestuur van werk</p> <p>Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk doeltreffend en betyds voltooi word.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheede 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheede 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheede 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 tydiene afgehandel word.
<p>2. Probleemoplossing</p> <p>Die vermoë om potensiele probleme te identifiseer, die probleme in onderliggende dele op te breek, met potensiele oplossings vorendag te kom, 'n opsie te kies en dit te implementeer.</p>	<ul style="list-style-type: none"> Hanteer duidelik gedefinieerde probleme wat taakspeesifiek 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 	<ul style="list-style-type: none"> Openbaar bevoegdheede uit vlak 1; Identifiseer probleme met behulp van gedefinieerde diagnostiese prosesse; Identifiseer verskeie alternatiewe opsies en kies die mees gepaste oplossings; Verstaan potensiele impak van probleme op eie werksomgewing; en 	<ul style="list-style-type: none"> Openbaar bevoegdheede 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheede 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 potensiele probleme diagnoseer voordat hulle opduik.

	<ul style="list-style-type: none"> • Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word. 	<ul style="list-style-type: none"> • Kan probleme identifiseer wat nie alledaags is nie en sal dit na toesighouer verwys om opgelos te word. 		
<p>3. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en om daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Beplan take daaglik volgens 'n vasgestelde rooster en voer dit volgens die prioriteitslys uit; en • Wysig planne in ooreenstemming met instruksies van toesighouers. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Identifiseer hulpbronne om spesifieke take te onderneem; • Organiseer, prioriteer 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 potensiele probleme. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 werkeenhede 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 langtermynbehoefes vir die aktiwiteite wat onder eie beheer is.
<p>4. Kwaliteitsoriëntering</p> <p>Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Gaan werk na vir foute; • Gaan na teen vasgestelde standaarde en regulasies; • Inisieer optrede om gehalteprobleme reg te stel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Hou 'n projekkontrolelys wat alle besonderhede dek wat oor die hoof gesien kon word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Bestuur algemene gehalte-evaluering en -verslagdoening.

	<ul style="list-style-type: none"> Hersien alle dele van 'n taak om gehalte te verseker. 			
Funksionele bevoegdhede				
<p>1. Werkplekveiligheid</p> <p>Die vermoë om toestande wat werknemerveiligheid raak, te identifiseer en reg te stel.</p>	<ul style="list-style-type: none"> Openbaar kennis van alle verwante veiligheids- en sekuriteitsregulasies; Is bewus van medewerkers se veiligheid in die werksplek; Verstaan hoe om veiligheids-toerusting te gebruik en te hanteer; Pas veiligheids- en/of sekuriteitsprosedures toe; en Is bewus van die gevare verbonde aan werk met gevaarlike materiale. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Demonstreer en/of verduidelik veiligheids-toerusting en/of -prosedures; Hersien veiligheidsopleidingsmateriaal; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 maatreels wat getref is; en Gee aandag aan enige sake van personeelwelsand en steun welsandsinisiatiewe in die werksplek. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 werknemerswelsandbeleid in die werksplek en skakel met toepaslike belanghebbendes om aandag te gee aan sake van belang.
<p>2. Dissiplinespesifieke vaardighede</p> <p>Openbaar 'n bevredigende vlak van tegniese vaardigheid, kennis, ondervinding en kwalifikasies gepas vir die rol.</p>	<ul style="list-style-type: none"> Onderneem roetine-take; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Gee raad en leiding aan personeel oor toepassing van beleid en prosesse.

		<ul style="list-style-type: none"> • 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 taakspeesifieke 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. 	<ul style="list-style-type: none"> • Openbaar goeie probleemoplossingsvaardighede en ontledingsvermoë; en • Verseker kennisoordrag en opleiding en mentorskap van meer junior personeellede. 	
Bevoegdhede ten opsigte van openbare diensoriëntering				
<p>1. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Kom verbintenis en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoefes; en • Bestuur kliënte- en sakeverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • 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.

	diensleeringskwessies hanteer word.			
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vestig en te onderhou.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Oortuig ander van idees sonder om hul oogpunte te onderdruk; • Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>3. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en kliente verstaan word; en • Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 kliente te kommunikeer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oortreffing van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met kliente op; en • Reageer betyds op klientebehoeftes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Handhaaf duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientetevredenheid; • Aanvaar persoonlike verantwoordelikheid om uitstekende te lewer; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientetevredenheidssterugvoer 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Openbaar persoonlike verbintenisse tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.

		<ul style="list-style-type: none"> Stel probleme spoedig reg, sonder om op die verdediging te wees; en Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> om verskaffing van gehaltdiens te verseker; en Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	
Persoonlike bevoegdhede				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werksetielik 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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en Steun 'n aksiegeoriënteerde kultuur wat die departement help om sy doelwitte te bereik.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk-/spanningsvolle situasies te reageer en die vermoë om deur te druk met doelwitte ten spyte van hindernisse.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Bly kalm en gefokus onder druk; en Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>3. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaard van etiese en morele gedrag te openbaar en te bou om</p>	<ul style="list-style-type: none"> Gedra self volgens organisatoriese waardes; Openbaar eerlikheid, hou by verbintenisse en gedra homself konsekwent; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Erken eie foute en swakhede en soek hulp by ander wanneer jy self nie kan nie. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en Bewus van potensiele belangebotsings en volg prosedures om dit te hanteer. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3. Tree beslis op teen korrupte en oneerlike gedrag.

geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	<ul style="list-style-type: none"> Aanvaar verantwoordelikheid vir eie optrede. Behandel alle kollegas met gelyke respek 			
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> Toon gewilligheid om nuwe dinge te leer en win kennis in; en Soek voortdurend steun vir eie beperkings (bv. by toesighouer of kollega). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 ontwikkelings in tegnologie wat verband hou met toerusting en instandhoudingspraktyke. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; en Skep 'n leeromgewing en spoor ander aan om te leer en te deel uit foute en ondervindinge te deel. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3. Bly op hoogte van veranderinge in die bedryf; en Bevorder beste praktyk.
Bestuurs-/leierskapsbevoegdheidsvlakke				
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Goed daarin om rigting duidelik aan te gee; en Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Kan die direkteur/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.
<p>2. Impak en invloed</p>	<ul style="list-style-type: none"> Dwing respek af by eweknieë en toesighouers. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Konfronteer en korregeer ander taktvol wanneer nodig; en 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Motiveer en inspireer ander;

Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Bevorder spanwerk en samewerking. 	<ul style="list-style-type: none"> Beïnvloed kollegas en toesigshouers 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.
<p>3. Spanoriëntering</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Werk goed saam met ander; Toon bedagsaamheid teenoor ander; en Word beskou as betroubaar. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Bou spangees en samehörigheid oor funksionele gebiede; Erken en respekteer die waarde van verskillende sienswyses; en Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> Lyk gewillig om nuwe maniere om dinge te doen, te leer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Verstaan beperkings van ondergeskiktes; Voorsien leiding en steun waar nodig; Verstaan eie ontwikkelingsbehoefes; en Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Het spesialisvakkennis; en Toon 'n vermoë om die onderliggende oorsake vir geen of swak prestasie te verstaan en die gepaste steun te gee.

BEVOEGDHEIDSRAMWERK VIR BATEBESTUUR (ONROERENDE EIENDOM)

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hier toe beperk nie)	<ul style="list-style-type: none"> Batebeampte 	<ul style="list-style-type: none"> Operasionele bestuurder: Bates Senior batebeampte 	<ul style="list-style-type: none"> Assistentbestuurder: Bates Senior spesialis: Portefeuljestrategie Senior spesialis: Eiendomsnavorsing en -ontleding Eerste batebeampte 	<ul style="list-style-type: none"> Algemene bestuurder: Eiendomsbatebestuur Hoofspesialis: Portefeuljestrategie en -ontleding
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 diensleweringsopties; 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 	<ul style="list-style-type: none"> Bestuur 'n gespesialiseerde eiendomsbatefunksie onder die leierskap en leiding van die Direkteur/Eiendomsportefeuljebestuurder; Omskep die munisipaliteit se strategie in 'n batebestuurstrategie en bring planne voort wat gebaseer is op 'n ontleding van diensleweringsopties; 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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	<p>eiendomsdepartement se batebestuurplan vir geïdentifiseerde bates; en</p> <ul style="list-style-type: none"> • Help met die operasionele instandhouding van jaarlikse batebestuurplanne. 	<p>mandaat vir geïdentifiseerde bates;</p> <ul style="list-style-type: none"> • 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. 	<p>bepanningstelsels en instrumente van eiendomsbatebestuur ter steun van die Eiendomsdepartement se mandaat;</p> <ul style="list-style-type: none"> • 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 verkrygingsbehoefes vir batebestuur, bedryfs- en verkoopsplanne uit. 	<p>ondersteuning van die eiendomsdepartement se mandaat;</p> <ul style="list-style-type: none"> • 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 eiendomsportefeuje 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 batebehoefebepaling en verkrygingsbestuur asook bedryfs- en vervreemdingsplanne.
ONDERVINDING	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> • 8 jaar of meer toepaslike ondervinding nodig, verkieslik in eiendomsbatebestuur in middelbestuur. 	<ul style="list-style-type: none"> • 8 jaar of meer toepaslike ondervinding nodig in eiendomsbatebestuur in middel- of senior bestuur.
KWALIFIKASIE	<ul style="list-style-type: none"> • 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n sertifikaat/diploma of ekwivalent in Eiendomsbatebestuur/Finansies/Eiendomswaardering. 	<ul style="list-style-type: none"> • 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n sertifikaat/diploma/B-graad in Eiendomsbatebestuur/Finansies/Eiendomswaardering. 	<ul style="list-style-type: none"> • 'n Toepaslike tersiere kwalifikasie, verkieslik 'n diploma of B-graad in Eiendomsbatebestuur/Sakebestuur/Finansies/Eiendomswaardering. 	<ul style="list-style-type: none"> • 'n Toepaslike tersiere kwalifikasie, verkieslik 'n bachelorsgraad/ekwivalent of 'n honneursgraad in Eiendomsbatebestuur/Sakebestuur/Finansies/Eiendomswaardering.

BEVOEGDHEDE				
BEVOEGDHEIDS-VLAKKE	1	2	3	4
Kern- professionele bevoegdhe				
1. Invloed Die vermoë om met ander interaksie te hê en hulle te beïnvloed om die beste alternatief uit 'n reeks opsies te kies.	<ul style="list-style-type: none"> Het daaglikse interaksie met verskeie kliente/belanghebbendes; en Beantwoord basiese vrae beleefd en behulpsaam. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Gee opsies vir optrede deur kliente/belanghebbendes uit 'n reeks beskikbare optredes; en Voer opsies deur wat die klient/belanghebbende gekies het binne die perke van vasgestelde prosedure. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Stel 'n reeks opsies vir optrede deur klient/belanghebbende vas; Gee opsies en aanbeveling van voorkeuropsie aan klient/belanghebbende; Gee redes vir voorkeurkopsie; en Voer finale besluit deur. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Identifiseer voorkeuroplossing met potensiele gevolge; Besluit oor beste opsie in risikoprofiel; Skep verstandhouding met klient/belanghebbende/groepe oor die beste opsie; en Voer opsie uit en aanvaar gevolge en verantwoordingspligligheid.
2. Tegnieiese kommunikasie Die vermoë om tegnieiese 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.	<ul style="list-style-type: none"> Openbaar doeltreffende mondelinge en skriftelike kommunikasie van tegnieiese 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 tegnieiese boodskappe doeltreffend oor te dra; en Toon begrip vir die kwessies voorhande en hoe om die inligting op die beste manier oor te dra. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 tegnieiese 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.

		doeltreffende kommunikasietegnieke; en <ul style="list-style-type: none"> • Openbaar 'n diep begrip van die kwessies wat oorgedra moet word. 	(d.w.s. verduidelik idees en oopvante baie duidelik); en <ul style="list-style-type: none"> • Maak seker dat alle punte gedek is en dat alle inligting korrek en volledig is. 	
<p>3. Organisasionele bewustheid</p> <p>Openbaar 'n bewustheid van die munisipaliteit se kernaandrywers, het 'n impak op dienslewering en verstaan die politieke ondertone en gevolge in die munisipaliteit.</p>	<ul style="list-style-type: none"> • Openbaar 'n begrip van hoe die munisipaliteit werk; • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Is diplomatie en taktvol. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering; • Is polities bewus en skerpinnig, 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 gemeenskapsbehoefes en is bewus van omgewingskwellinge. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

<p>4. Konseptuele denke</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies, en toon kreatiwiteit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Kan met takt en diplomatie 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; • Onderzoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en aanvaar nie die eerste oplossing nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Openbaar 'n intuitiewe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 potensiele oplossings/opsies en gebeurlikheidsplanne vir probleme skep; en • Moet moontlik op eie oordeel staatmaak en besluite neem wat beduidende korporatiewe impak kan hê.
Funksionele bevoegdheid				
<p>1. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Bestuur die toegekende take tot die ooreengekome standaarde en hou by spertye; • Gebruik tyd doeltreffend en by 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Bestuur hulpbronne om projekdoelwitte te bereik; • Stel hoe prestasiestandaarde vir self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 verantwoordingspligtheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoe gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiele probleme. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Bestuur etlike projekte; • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; • Stel en bestuur diensvlakoooreenkomste 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, ambagsluit of deskundiges werk.

<p>2. Finansiële bestuur</p> <p>Toon 'n bewustheid van begrotingsbeperkings en werk verstandig binne finansiële perke.</p>	<ul style="list-style-type: none"> • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Sal die mees koste-doeltreffende kombinasie van media en kommunikasiëkanale 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bring uitgawes in lyn met begrotings en kontantvloeiprojeksië; • 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 inkonsekwentheid om moontlike oortredings op te los.
<p>3. Inligtingsmeting en -monitering</p> <p>Openbaar 'n vermoë om inligting te versamel, te hersien en te ontleed, tendense te identifiseer en daarvoor verslag te doen.</p>	<ul style="list-style-type: none"> • Lê data akkuraat vas, en gaan dit na vir akkuraatheid; en • Kan basiese data-ontleding doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Openbaar bevoegdheids uit vorige vlak; • Kan komplekse data ontleed deur die skepping van sigblaaië en databasisse; en • Kan gevolgtrekkings van ontledings opsom om sekere tendense voor te stel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Versamel en hersien data gereed om vordering te monitor, veral ná 'n spesifieke veldtog, of om doeltreffendheid van kommunikasie vas te stel, of om spesifieke dienslewingsbehoefes te antisipeer; • Kan vroeë stel oor inligting, tendense ontleed en gevolgtrekkings daarvoor maak; en • Kan vasstel of mediadekking positief, negatief of gebalanseerd is, saam met 'n beskouing oor die waarde en impak van die dekking. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

<p>4. Gebruik van tegnologie</p> <p>Openbaar 'n vermoë om tegnologie in die werksplek aan te wend om prestasie te optimaliseer en beter resultate te lewer.</p>	<ul style="list-style-type: none"> • Openbaar basiese rekenaargeletterdheid en kan 'n aantal sagtewarepakkette gebruik wat relevant is vir die werksplek; en • Verstaan die basiese bedryfstelselinstruksies vir die betrokke tegnologie (harde- en sagteware) wat in die departement gebruik word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.
Bevoegdheid ten opsigte van openbare diensoriëntering				
<p>1. Dienslewering-oriëntering</p> <p>Die vermoë om personeel op dienslewering en die belange van die inwoners en hul gemeenskappe te laat fokus.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Vars behoeftes van kliënte na; • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Verstaan gemeenskapsbehoefte en ondersteun dienslewering deur tydig kommunikasie; • Maak seker dat die departement/munisipaliteit vinnig op situasies (insluitende krisis) 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 kliëntebehoefte te ondersteun, gemonitor en bygewerk word (bv. webwerf). 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Praat doeltreffend oor dienslewering sake 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 insieer die aandag vestig op dienslewering (prestasies/mylpale) of dienslewering sinligting oordra.

<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad.
<p>3. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 feitlik 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 groepsbesprekings 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 teiken gehoor is; en • Gebruik elke geleentheid om belangrike boodskappe te versterk. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3.

		<ul style="list-style-type: none"> • Kan akkurate, duidelike getuienis in 'n geregshof gee. 		
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige behoeftes; en • Steun ander om persoonlik verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vorige vlak 1 en 2; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en werkgebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
Persoonlike bevoegdhe				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werksietiek 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.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukings kan veroorsaak.

druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.		<ul style="list-style-type: none"> 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. 		
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> Gryp geleenthede aan om nuwe dinge te leer; Woon kursusse en programme gewillig by; Dra kennis in die werkplek oor; en Deel inligting en kennis met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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); 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.

		<ul style="list-style-type: none"> • 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. 		
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groter prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Onderzoek 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Onderzoek 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.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die staatsdiens te</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Onderneem rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bevorder deursigtige en aanspreklike munisipale administrasie.

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bevorder en om by kodes van goeie samewerkende regering te hou.				
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Bestuurs-/leierskapsbevoegdheid				
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 langtermyn doelwitte en bring meer as een manier voort om daar uit te kom; en Inisieer en bestuur verandering in nastrewing van strategiese oogmerke.
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 teespoed; Word gevra om konflik en verskille op te los; Kan ongewilde besluite neem indien dit in die belang van die munisipaliteit is; 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.

			<ul style="list-style-type: none"> • 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. 	
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>4. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n</p>	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

gemeenskaplike doelwit te bereik.			<ul style="list-style-type: none">• 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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BEVOEGDHEIDSRAMWERK VIR BOU-INSPEKTEUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (DitDit is net 'n riglyn en ampstitels is nie hier toe beperk nie.)	<ul style="list-style-type: none"> Assistentbou-inspekteur 	<ul style="list-style-type: none"> Bou-inspekteur 	<ul style="list-style-type: none"> Senior bou-inspekteur 	<ul style="list-style-type: none"> Eerste bou-inspekteur
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Bou kennis op van operasionele uitvoering van pligte in verband met gebou-ontwikkelingsbestuur. 	<ul style="list-style-type: none"> Kennis van die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; 'n Tegnieese en operasionele begrip van die geboubeheerfunksies insluitende die tegnieese aard van opsporingstelsels; en Kennis van wette, regulasies en beleid wat betrekking het op grondgebruikbestuur en die geboubeheerfunksie. 	<ul style="list-style-type: none"> Toegepaste kennis van die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; Bewese tegnieese en bedryfsbegrip van die geboubeheerfunksies insluitende die tegnieese aard van opsporingstelsels; en Toegepaste kennis van wette, regulasies en beleid wat betrekking het op grondgebruikbestuur en die geboubeheerfunksie. 	<ul style="list-style-type: none"> Uitgebreide kennis van die Wet op Nasionale Bouregulasies en Boustandaarde, Wet 103 van 1977; Gevorderde tegnieese en bedryfsbegrip van die geboubeheerfunksies insluitende die tegnieese aard van opsporingstelsels; en Uitgebreide kennis van wette, regulasies en beleid wat betrekking het op grondgebruikbestuur en die geboubeheerfunksie.
ONDERVINDING	<ul style="list-style-type: none"> 0-2 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 3-5 jaar ondervinding in die boubedryf. 	<ul style="list-style-type: none"> 5-8 jaar ondervinding in die boubedryf. 	<ul style="list-style-type: none"> Meer as 8 jaar ondervinding waarvan 3 jaar in 'n toesighoudende hoedanigheid moet wees.
KWALIFIKASIE	<ul style="list-style-type: none"> Matriek plus 'n toepaslike Nasionale Tegnieese Sertifikaat (NTS-)kwalifikasie; Rekenaargeletterdheid: MS Office; en 	<ul style="list-style-type: none"> 'n Toepaslike Nasionale Diploma-kwalifikasie soos uiteengesit in die nasionale bouregulasies; Rekenaargeletterdheid: MS Office; 	<ul style="list-style-type: none"> 'n Toepaslike Nasionale Diploma-kwalifikasie soos uiteengesit in die nasionale bouregulasies; Rekenaargeletterdheid: MS Office; 	<ul style="list-style-type: none"> 'n Toepaslike Nasionale Diploma-kwalifikasie soos uiteengesit in die nasionale bouregulasies;

	<ul style="list-style-type: none"> • Kan 'n rybewys kry: Kode EB. 	<ul style="list-style-type: none"> • Rybewys: Kode EB; en • Kwalifiseer om geregistreer te word as 'n vredesbeampte (wetstoepassingsbeampte). 	<ul style="list-style-type: none"> • Rybewys: Kode EB; en • Kwalifiseer om geregistreer te word as 'n vredesbeampte (wetstoepassingsbeampte). 	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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 regkenningsgewings; • Maak seker dat kennisgewings voorberei en op die regte manier beteken word; en • Kan help met die bywerking van die Aansoekbestuurstelsel. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Kan strategieë en prosedures ontwikkel om gemeenskapsteundienste te hanteer.

<p>2. Klëntgesentreerdheid van bou-inspekteurs</p> <p>Vermoë om op die klënt 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.</p>	<ul style="list-style-type: none"> • 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. <p>Help met terreininspeksies:</p> <ul style="list-style-type: none"> • Kan help met terreininspeksies ingevolge die Wet op Nasionale Bouregulasies en Boustandaarde, 1977, van alle geboue in aanbou; • Kan help met koördinerings van terreininspeksies met ander departemente (bv. brand, gesondheid, riool, oortredings, voltooiings en okupasiesertifikaat vir geboue); • Kan met terreininspeksies help wat verband hou met reklameborde en stopingspermitaansoeke; • Help met nagaan van bouplanne; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 noodzaak 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 offisiërs 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Fokus polisieeringsplanne, 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 polisieering 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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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	<ul style="list-style-type: none"> • Onderzoek geringe werkplanne. 	<ul style="list-style-type: none"> • Bevorder die belange van die Munisipaliteit by buitelanders. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Regsadministrasie</p> <p>Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • Kan help met die prosessering van regs-korrespondensie; • 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. 	<ul style="list-style-type: none"> • 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 inkonsekwentheid 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 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • Neem die oogpunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word. 	<ul style="list-style-type: none"> • Identifiseer die hoofsaak 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. 	
<p>4. Onderhandelings en beïnvloeding</p> <p>Vermoe om ander te ooreed en te beïnvloed deur logika en redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.</p>	<ul style="list-style-type: none"> • Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite; • Gebruik logika en redeneringsvermoë om ander te ooreed en te beïnvloed; en • Bied oortuigende/ooreedende redenasies aan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 uitkomstie; • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Assesseer die reaksie van kernspelers en pas redenasies dienoreenkomstig 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 onderhandelings; en • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.
<p>5. Etiek en professionalisme</p>	<ul style="list-style-type: none"> • Wakker vir potensiele belangebotsings en volg prosedures om konflik te hanteer; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Herken potensiele belangebotsings onder 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Los etiese, sake- en geskilbotsings behoorlik op;

<p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en te hanteer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses en • Beveel gepaste optrede aan by toesighoudende praktisyns. 	<p>toepaslike professionele standaarde;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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				
<p>1. Organisasiebewustheid</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 daarvoor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.

<p>2. Probleemoplossing</p> <p>Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 inkonsekwentheid 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. 	<ul style="list-style-type: none"> • Dra inligting by tot hantering van die munisipaliteit se diensleweringssuitdagings. • 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 hoofsaak 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. 	<ul style="list-style-type: none"> • 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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<p>3. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Beplan take daaglik 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.
<p>4. Inligtingsbestuur</p> <p>Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.</p>	<ul style="list-style-type: none"> • Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaaie en databasisse soos gepas; • Gaan data na wanneer dit ingevoer word vir ooglappende foute; • Formaliseer en verbeter sjablone; en • Bestuur die sentrale bewaringsplek en dokumente. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Voer data-ontleding uit in monitoring en aanmelding van sjablone deur te kontroleer vir onreëlmatighede wat 'n aanduiding is van ooglappende foute of kwellinge; en • Identifiseer kwellinge en verbeteringsgebiede waaraan aandag gegee moet word ten opsigte van monitoring van data. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 kwartaalike risikotendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursageware ingevoer is en onttrek akkurate verslae. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.
Bevoegdheid ten opsigte van openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3;

<p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Oortuig ander van idees sonder om hul oogpunte te onderdruk; • Gee erkenning aan verdienstelike 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Kommunikasie</p> <p>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 toegesprek word, wat 'n gemeenskaplike begrip verseker.</p>	<ul style="list-style-type: none"> • 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 feitlik, 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; 	<ul style="list-style-type: none"> • 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 groepsbesprekings doeltreffend; • Som inligting op om 'n gemeenskaplike begrip te verseker; • Steun redenasies en aanbevelings doeltreffend skriftelik; 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Luister versigtig om te verstaan; en • Vra vrae om sake te verhelder. 	<ul style="list-style-type: none"> • Stel goed gestruktureerde verslae en skriftelike opsommings op; en • Kan akkurate, duidelike getuienis in 'n geregshof gee. 		
<p>3. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortreflikheid; en • Kom verbintnisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
Persoonlike bevoegdhede				
<p>1. Aksie- en uitkomstoriëntering</p> <p>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 energie te wees, te volhard en betroubaar te wees.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Maak onverpoos seker dat projektoogmerke bereik word; en • Motiveer die span om resultate te behaal.
<p>2. Volharding</p> <p>Toon volharding, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Bestuur strydende druk en spanning; • Handhaaf professionele etiek wanneer voor druk van ander te staan kom; 	<ul style="list-style-type: none"> • 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 • Staans vas by 'n posisie as dit reg is om dit te doen.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Hanteer moeilike emosionele sake en gaan dan voort. 	<ul style="list-style-type: none"> Hanteer dubbelsinnigheid en maak werk van onsekerheid en frustrasie; en Weerstaan druk om vinnig besluite te neem wanneer goeie oorweging nodig is. 	
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Bestuur verandering doeltreffend deur veranderingsinisiatiewe aan te dryf.
<p>4. Leeroriëntering</p>	<ul style="list-style-type: none"> Gryp geleentheid aan om nuwe dinge te leer; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3;

Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	<ul style="list-style-type: none"> • Woon kursusse en programme gewillig by; • Dra kennis in die werkplek oor; en • Deel inligting en kennis met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander.
<p>5. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaard 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
Bestuurs-/leierskapsbevoegdheids				
<p>1. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstechnieke toe te pas wanneer saam met ander</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehörigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemaatig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bou spannees en samehörigheid oor funksionele gebiede; • Moedig spanbenadering tot probleemoplossing aan;

<p>werk om 'n gemeenskaplike doelwit te bereik.</p>				<ul style="list-style-type: none"> • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
<p>2. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1. • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

<p>4. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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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BEVOEGDHEIDSRAMWERK VIR KOMITEEDIENSTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> Versendingsbeampte 	<ul style="list-style-type: none"> Komiteeklerk 	<ul style="list-style-type: none"> Administratiewe beampte: Komitees Komiteebeampte 	<ul style="list-style-type: none"> Bestuurder: Raads-/Komiteesteun
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 6-12 maande toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike administratiewe ondervinding nodig. 	<ul style="list-style-type: none"> Meer as 5 jaar administratiewe ondervinding nodig, waarvan 3 jaar of meer

				bestuursondervinding moet wees.
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 10; en Kode EB-rybewys. 	<ul style="list-style-type: none"> Graad 12; en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> Toepaslike kwalifikasie ná matriek, verkieslik 'n Administrasie- of Sekretariële Diploma of ekwivalent; en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Slegs basiese lees en skryf; Kan die basiese funksies van 'n verskeidenheid kantoomasjiene gebruik, insluitende 'n fotostaatmasjien, skandeerder, faksmasjien en telefoon. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Uitgebreide kennis en vaardigheid in Microsoft Word sowel as Excel; en Bogemiddelde tikspoed. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Uiters vaardig met MS Office. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Basiese lees- en skryfvaardighede om kommunikasie te sorteer en by die korrekte departemente/ raadslede af te lewer. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Gaan dokumentasie wat met die teks verband hou deur, veral notules van verrigtinge, verordeninge en verduidelikende memorandum vir korrekte verwysings; Transkribeer deur die balans tussen spoed en akkuraatheid in ag te neem; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> 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.	
<p>3. Beplanning en organisering</p> <p>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.</p>	<ul style="list-style-type: none"> Groeppeer 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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

		<ul style="list-style-type: none"> Sirkuleer agendas, kennisgewings en notules na lede; Hou by tegniese uitlegvereistes van verslae; en Vra notas/dokumentasie van raadslede aan wanneer nodig. 	<p>bywoon en die fasiliteite wat benodig word; en</p> <ul style="list-style-type: none"> Wys sekretariële hulpbronne toe ooreenkomstig die status en kompleksiteit van vergaderings en dien voltooide roosters in vir goedkeuring en uitvoering. 	<p>uitsette van die eenheid te bereik.</p>
Funksionele bevoegdhede				
<p>1. Mensebestuur</p> <p>Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om organisatoriese doelwitte te bereik.</p>	<ul style="list-style-type: none"> Behou goeie verhoudings met medewerkers aangesien die werk kontak met alle vlakke van personeel in verskillende afdelings vereis.. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Kommunikeer doeltreffend en gee erkenning aan bydraes van ander; en Le inligting akkuraat vas in interaksie met interne en eksterne belanghebbendes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Taakbestuur</p> <p>Beplan, bestuur, monitor en evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> • Konsulteer ekstern met ervare taalpraktisyns wanneer navorsingsbronne nie oplossings vir vertaalprobleme bied nie; en • Dra by tot opstel van taal- en spelstandaarde. 	<ul style="list-style-type: none"> • Kommunikeer met ampsdraers om items vas te stel om op die agenda in te sluit en oor die indiering 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 openbare diensoriëntering				
<p>1. Dienslewingsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; • Kom verbintnisse en beloftes na met betrekking tot onderneming van take en hou by sperte; en • Stel dienslewingsprobleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Maak seker alle opvolgaktiwiteite is voltooi; • Monitor diensverskaffers om seker te maak dat dienslewering aan die vasgestelde standaard voldoen en hulle inspireer om diensstandaarde te verbeter; en • Skep 'n klimaat van dienslewingsvoortreflikheid vir die eenheid. 	<ul style="list-style-type: none"> • 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 dienslewingsinnovering.
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar gereqverdig;

buite die munisipaliteit te vestig en te onderhou.		<ul style="list-style-type: none"> • Gee erkenning aan bydraes van ander; en • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes. 	<ul style="list-style-type: none"> • Moedig insette van ander aan en neem dit in ag; en • Oortuig ander van idees sonder om hul beskouing te onderdruk. 	<ul style="list-style-type: none"> • 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.
<p>3. Klantoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliente 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Handhaaf duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Monitor klientevredenheids terugvoer om verskaffing van gehaltdiens te verseker, ontleed tendense en stel oplossings voor; • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar; en • Maak seker dat reaksietye vinnig is.
Persoonlike bevoegdhe				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werksetielik om uitdagende</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Jaag projektoogmerke meedoënloos na; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en

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.		<ul style="list-style-type: none"> • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Druk span onverpoos en lei bereiking van projekdoelwitte.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Staar 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Sien wanneer verandering nodig is en ontwikkel 'n strategie om verandering te implementeer.

			<ul style="list-style-type: none"> • Probeer 'n invloed hê op veranderende gebeure. 	
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 praktiek. 	<ul style="list-style-type: none"> • 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.
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 potensiele impak teë te werk; en 	<ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<p>'n totale organisatoriese impak het in oorleg met die belanghebbendes, los dit op en monitor dit.</p> <ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	
Bestuurs-/leierskapsbevoegdheids				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 langtermyn doelwitte en bring

				meer as een manier voort om daar uit te kom.
<p>2. Spanoriëntering</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan doeltreffend as spanlid funksioneer; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Soek konsensus onder verskillende sienswyses as 'n manier om groepverbintenisse 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.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë; • Verstaan eie beperkings; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bemagtig ander en verdeel die werkklas 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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

				<p>ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en</p> <ul style="list-style-type: none">• Voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.
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BEVOEGDHEIDSRAMWERK VIR KOMMUNIKASIE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en amptitels is nie hier toe beperk nie.)	Beroepspersoon op intreevlak <ul style="list-style-type: none"> • Mediaskakelbeampte • Openbare skakelbeampte • Interne kommunikasiebeampte • Bemerkingsbeampte • Digitaalstelselsbeampte 	Beroepspersoon of hoër vlak <ul style="list-style-type: none"> • Mediakoördineerder • Senior mediaskakelbeampte • Senior openbare skakelbeampte • Senior interne kommunikasiebeampte • Senior bemerkingsbeampte • Senior digitaalstelselsbeampte 	Kleiner funksiehoof <ul style="list-style-type: none"> • Bestuurder van openbare betrekkinge • Bestuurder van interne kommunikasie • Bemerkingsbestuurder • Handelsmerkbestuurder • Bestuurder van digitale stelsels • Publikasiehoof 	Groter funksiehoof <ul style="list-style-type: none"> • Mediabestuurder • Senior bestuurder van openbare betrekkinge • Senior bestuurder van openbare aangeleenthede • Senior bemerkingsbestuurder • Senior handelsmerkbestuurder
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> • Interne/eksterne bedryfskommunikasie en/of openbare betrekkinge om 'n positiewe reputasie en bewustheid van die organisasie te bou en te behou. 	<ul style="list-style-type: none"> • Koördinerings van interne/eksterne kommunikasie en openbare betrekkinge programme om 'n positiewe reputasie van die organisasie te bou en te behou. 	<ul style="list-style-type: none"> • Bestuur van die sakeaktiwiteite van 'n spesialisak/-funksie in 'n groter departement; en • Sou die bestuur van personeel/diensverskaffers en toepaslike sakeaktiwiteite insluit. 	<ul style="list-style-type: none"> • Bestuur van die sakeaktiwiteite van 'n groter, kompleksere en meer diverse spesialisak/-funksie in 'n groter departement; en • Die bestuur van personeel/diensverskaffers en toepaslike sakeaktiwiteite.
ONDERVINDING	<ul style="list-style-type: none"> • 0-2 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding vereis. 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding op senior praktisynevlak word vereis. 	<ul style="list-style-type: none"> • 8 jaar meer toepaslike ondervinding op senior praktisynevlak word vereis.

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 bevoegdhe				
<p>1. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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; • Vertrou 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 beampies; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

			<ul style="list-style-type: none"> • Kan belanghebbendebestuur en -skakeling op hoe vlak uitvoer; en • Skakel ten nouste met ander funksiehoofde om volledigheid van boodskappe te verseker. 	
<p>2. Organisasoriese bewustheid</p> <p>Openbaar 'n bewustheid van die munisipaliteit se kernaandrywers, impakte op dienslewering en verstaan die politieke ondertone en gevolge in die munisipaliteit.</p>	<ul style="list-style-type: none"> • 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; • Diplomatie en laktvol wees; en • Vertroud met die toepaslike wetgewende raamwerk wat die munisipaliteit/organisasie beheer. 	<ul style="list-style-type: none"> • 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 gemeenskapsbehoefes en is bewus van omgewingskwellinge; en • Dra kennis van al die toepaslike wetgewing en protokolle. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bring kommunikasiestrategieë in lyn met die mandaat van die organisasie.
<p>3. Konseptuele denke</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon</p>	<ul style="list-style-type: none"> • Werk binne redelik gestruktureerde parameters en riglyne wanneer probleme opgelos word; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar 'n intuitiewe begrip van sake en kan inligting koppel; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Maak op eie oordeel staat en neem besluite wat beduidende korporatiewe impak kan hê.

<p>langtermyn denke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Kan vroe stel oor kwessies en diep ondersoek, met takt en diplomatie; • Onderzoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie. 	<ul style="list-style-type: none"> • 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				
<p>1. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Bestuur die toegewese take tot die ooreengekome standarde 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Bestuur hulpbronne in funksie om projektoegemerkte te bereik; • Stel hoe prestasiestandaarde aan self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na. 	<ul style="list-style-type: none"> • 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 hoe gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiele probleme. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Definieer rolle en verantwoordelikhede vir projekspanlede en kommunikeer verwagtinge duidelik; • Stel en bestuur diensvlakoooreenkomste 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

				<p>gepaste forum weer oor wysigings; en</p> <ul style="list-style-type: none"> • Kom statutêre vereistes na en pas beleid konsekwent toe.
<p>2. Finansiële bestuur</p> <p>Toon 'n bewustheid van begrotingsbeperkings en werk verstandig binne finansiële perke.</p>	<ul style="list-style-type: none"> • Bewus van die MFMA en wat dit probeer bereik; • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou; en • Volg fakturerings- en betalingspraktyke soos uiteengesit deur die munisipaliteit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 aanbodkettingsbestuursprosesse wanneer eksterne dienste verkry word; en • Ontwikkel regstellende maatreëls/optrede om seker te maak begroting is in lyn met finansiële hulpbronne. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 uitgewes in lyn met begrotings en kontant/oeivoorspellings; • Assessee, 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.
<p>3. Inligtingsmeting en -monitering</p> <p>Openbaar 'n vermoë om inligting te versamel, te hersien en te ontleed, tendense te identifiseer en daarvoor verslag te doen.</p>	<ul style="list-style-type: none"> • Lê data akkuraat vas, kontroleer vir akkuraatheid; en • Kan basiese data-ontleding doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Kan meer komplekse data ontleed deur die skepping van sigblaaië en databasisse; en • Kan gevolgtrekkings opsom. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Bestuur die ontwikkeling, implementering en beheer van moniteringstelsels.

			<ul style="list-style-type: none"> • 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 dienslewingsbehoefes 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. 	
<p>4. Gebruik van tegnologie</p> <p>Vertoon 'n vermoë om tegnologie in die werksplek te gebruik om prestasie te optimaliseer en beter resultate te lewer.</p>	<ul style="list-style-type: none"> • Basiese tot intermediêre vlak van rekenaargeletterdheid; en • Kan spesialisstelsels-/pakkette op beginners- of intermediêre vlak gebruik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Bestuur die doeltreffende gebruik van tegnologie om bedrywighede te steun.
Bevoegdhe ten opsigte van openbare diensoriëntering				
<p>1. Dienslewingsoriëntering</p> <p>Die vermoë om nuwe maniere te ondersoek en te implementeer om</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis aan voortreflikheid; • Kom verbintenisse en beloftes na met betrekking tot 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Vors behoeftes van kliënte na; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verstaan gemeenskapsbehoefes en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Maak seker alle opvolgaktiwiteite is voltooi.

<p>dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.</p>	<p>onderneming van take en hou by spertye; en</p> <ul style="list-style-type: none"> • Openbaar sterk verbintenis tot hantering van kommunikasieavrae/verskaffing van inligting. 	<ul style="list-style-type: none"> • Raadpleeg kliënte en belanghebbendes in die spesifieke dissipline/zaak oor maniere om kommunikasie oor hul dienste te verbeter; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<p>steun lewering deur tydig kommunikasie;</p> <ul style="list-style-type: none"> • 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 kliëntebehoefes 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. 	
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vestig en te onderhou.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Gee erkenning aan bydraes van ander; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3. • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; • Beding vergunnings sonder om verhoudings te skaad; en

		<ul style="list-style-type: none"> • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag. 	<ul style="list-style-type: none"> • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes. 	<ul style="list-style-type: none"> • Kan reguit en eerlik, dog diplomaties en taktvol wees.
<p>3. Klantoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliente wat bedien word; • Aanvaar persoonlike verantwoordelijkheid om diens van uitstekende gehalte te lewer; en • Stel probleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Steun ander om persoonlike verantwoordelijkheid te aanvaar om uitstekende klientediens te lewer; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Handhaaf duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor klientetevreedenheidsterugvoer om verskaffing van gehaltdiens te verseker, ontleed tendense en stel oplossings voor; • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar; en### • Maak seker dat reaksietye vinnig is.
Persoonlik				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werkseliek 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.</p>	<ul style="list-style-type: none"> • Toon geesdrif om nuwe projekte te aanvaar; • Is selfgemotiveerd; en • Hou by spertye. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Inspireer ander deur eie optrede en gesindhede 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.
<p>2. Volharding</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en

Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	<ul style="list-style-type: none"> • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Bly kalm en gefokus onder druk. 	<ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
<p>3. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standarde 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Tree beslis op teen korrupte en oneerlike gedrag; meld bedrog, korrupsie, nepotisme en wanadministrasie aan.
<p>4. Leeroriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 • Staen verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bevorder beste praktyk en behoort aan 'n netwerk in die bedryf; en • Skep 'n leeromgewing.

		<ul style="list-style-type: none"> • 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				
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte; en • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

			<p>optrede wat die uitdruklike doelwitte en oogmerke steun:</p> <ul style="list-style-type: none"> Inspireer personeel deur eie gedrag – lei deur voorbeeld; en Dink progressief en bring innoverende idees voort. 	
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor; Word gerespekteer deur eweknieë en ondergeskiktes; en Oortuig uitvoerende gesag van ooggpunte of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Kan 'n groot verskeidenheid interpersoonlike style en kommunikasie-metodes gebruik om instemming of aanvaarding van voorstelle te bereik;## Konfronteer en korregeer 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsgrypings in om by die persoon se leerstyl te pas; Stel uitdagende take wat individue se vermoëns en selfvertroue rek; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Stel uitdagende take wat individue se vermoëns en selfvertroue rek

		<ul style="list-style-type: none"> Herken die behoefte na en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer. 	<p>produktiewe manier in die werksomgewing toe.</p>	
<p>4. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; Kan in 'n multidissiplinêre span funksioneer; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Bemagtig span om doelwitte te stel en te bereik.

BEVOEGDHEIDSRAMWERK VIR RAMPBESTUUR

VLAKKE	1	2	3	4	5
<p>TIPIESE AMPSTITELS</p> <p>(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)</p> <p>FUNKSIONELE GEBIEDE</p> <ul style="list-style-type: none"> Ramprisiko-voorkoming- en -vermindering; Rampversagting Rampgereedheid en -reaksie Rampherstel en -rehabilitasie Noodkommunikasie-beampte/ Kontrolekamer-operateur 	<ul style="list-style-type: none"> Assistentramp- (Risiko-) bestuursbeampte 	<ul style="list-style-type: none"> Ramp- (Risiko-) bestuursbeampte 	<ul style="list-style-type: none"> Senior Ramp- (Risiko-) bestuursbeampte 	<ul style="list-style-type: none"> Onderhoof- Ramp- (Risiko-) bestuursbeampte Portefeuljehoof 	<ul style="list-style-type: none"> Bestuurder (Hoof) Ramp- (Risiko-) bestuursentrum Hoof: RRB-sentrum
<p>KENNIS EN OMVANG VAN WERK</p>	<ul style="list-style-type: none"> Openbaar 'n fundamentele kennisbasis van die belangrikste gebiede van een of meer veldde 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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	<ul style="list-style-type: none"> van ramp- (risiko-) bestuur; Steun en neem deel aan bedryfsbeplanning; en Kennis van en kan projekadministrasie doen. 	<ul style="list-style-type: none"> Steun en neem deel aan taktiese beplanning; en Kennis van en kan projekbestuur steun. 	<ul style="list-style-type: none"> 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 strategie beplanning; en Kennis en ondervinding van projek- en programbestuur. 	<ul style="list-style-type: none"> gebiede van spesialisering en hoe daardie kennis verband hou met ander velde, dissiplines of praktyke; Lei bedryfs-, taktiese en strategie beplanning; en Kennis en ondervinding van projek- en programbestuur. 	<ul style="list-style-type: none"> besondere konteks toe te pas; Lei komplekse strategie 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	<ul style="list-style-type: none"> Matriek Kode EB-rybewys Fisies fiks Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Toepaslike tersiêre kwalifikasie, verkieslik in Ramp- (Risiko-)bestuur DMISA-registrasie: Tegnikus Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Toepaslike tersiêre kwalifikasie verkieslik in Ramp- (Risiko-)bestuur DMISA-registrasie: Genoot Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Bacchalaureusgraad/Gevorderde Diploma in Ramp- (Risiko-)bestuur DMISA-registrasie: Praktisyn Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 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					

<p>1. Ramp- (Risiko-) bestuur</p> <p>Die vermoë om risiko te identifiseer en te assesser en hulpbronne te bestuur om noodgevalle te hanteer om die impak van rampe te verklein. ###</p>	<p>Bewese vermoë om te help met/deel te neem aan die gestruktureerde implementering van maatreëls wat gemik is op:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>2. Ramprisiko-voorkoming- en -vermindering</p> <p>Die vermoë om die risiko van rampe te assesser, vooruit te sien en te verminder.</p>	<p>Bewese vermoë om te help met/deel te neem aan die gestruktureerde implementering van maatreëls wat gemik is op:</p> <ul style="list-style-type: none"> • 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 gemeenskapsaanpasbaarheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 gemeenskapsaanpasbaarheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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

		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: <ul style="list-style-type: none"> • Vermindering van die potensiele 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls om die potensiele 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Voer 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls uit om die potensiele 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls uit om die potensiele 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls uit om die potensiele 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 multidisziplinêre en multisektorale proses van	Toesig en 'n voortgesette integrasie van multidisziplinêre en multisektorale proses van	Bestuur 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van	Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidisziplinêre en

<p>Vermoë om voor te berei vir en die impak van rampe te verminder en doeltreffend gevolg in geval van 'n ramp te bestuur;</p>	<ul style="list-style-type: none"> • 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 kapasiteit 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. 	<p>gestruktureerde beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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 kapasiteit 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. 	<p>beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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 kapasiteit 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. 	<p>beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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 kapasiteit 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. 	<p>multisektorale prosesse van beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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 kapasiteit 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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<p>5. Rampherstel en -rehabilitasie</p> <p>Help en maak die herstel en herwinning van fasiliteite, lewensonderhoud en lewensomstandighede van rampgeleisterde gemeenskappe moontlik.</p>	<p>Help met/Neem deel aan die gestruktureerde implementering van pogings, insluitende ontwikkeling, gemik op:</p> <ul style="list-style-type: none"> Skep van 'n situasie waar normale toestande wat deur 'n ramp veroorsaak is, herstel word deur die herstelling, en verbetering waar gepas, van fasiliteite, lewensomstandighede van rampgeleisterde gemeenskappe, insluitende pogings om rampriskofaktore te verminder. Versagting van die uitwerking van 'n ramp; en Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom. 	<p>Dra by tot 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van gestruktureerde beplanning en implementering van pogings, insluitende ontwikkeling, gemik op:</p> <ul style="list-style-type: none"> 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 rampgeleisterde gemeenskappe, insluitende pogings om rampriskofaktore te verminder. Versagting van die uitwerking van 'n ramp; en Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom. 	<p>Toesig en 'n voortgesette integrasie van multidisziplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> 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 rampgeleisterde gemeenskappe, insluitende pogings om rampriskofaktore te verminder. Versagting van die uitwerking van 'n ramp; en Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom. 	<p>Bestuur 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van beplanning en implementering van pogings, insluitende ontwikkeling, gemik op:</p> <ul style="list-style-type: none"> 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 rampgeleisterde gemeenskappe, insluitende pogings om rampriskofaktore te verminder. Versagting van die uitwerking van 'n ramp; en Skep van omstandighede wat die risiko sal verklein dat 'n soortgelyke ramp sal voorkom. 	<p>Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidisziplinêre en multisektorale proses van beplanning en implementering van maatreëls pogings, insluitende ontwikkeling, gemik op:</p> <ul style="list-style-type: none"> 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 rampgeleisterde gemeenskappe, insluitende pogings om rampriskofaktore 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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<p>6. Rampaktiwiteite en noodkommunikasie en beheer</p> <p>Beplanning, koördinerings en beheer van rampaktiwiteite en noodkommunikasie.</p>	<p>Help met/Neem deel aan die gestruktureerde implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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. 	<p>Dra by tot 'n voortgesette en geïntegreerde multidisiplinêre en multisektorale proses van gestruktureerde beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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. 	<p>Toesig en 'n voortgesette integrasie van multidisiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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. 	<p>Bestuur 'n voortgesette en geïntegreerde multidisiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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. 	<p>Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidisiplinêre en multisektorale proses van beplanning en implementering van maatreëls gemik op:</p> <ul style="list-style-type: none"> • 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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<p>7. Bestuur van noodaktiwiteite</p> <p>Vermoë om beginsels en prosedures van noodbestuur toe te pas in die geval van voorvalle en rampe.</p>	<ul style="list-style-type: none"> • Neem deel aan en implementeer gestruktureerde aktiwiteite deur standaardwerk-prosedures en veldaktiwiteitriglyne te gebruik; en • Steun voorvalbestuurstrukture. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Steun bedryfs-veelagentskap-koördinasie en verenigde bevelstrukture tydens groot voorvalle en rampe; en • Neem deel aan voorvalbestuurstrukture. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>8. Ramprisiko-assessering en profilering</p> <p>Kan potensiële risiko's en gevare identifiseer en ontleed.</p>	<ul style="list-style-type: none"> • Neem deel aan gestruktureerde dataversameling vir gefokusde risiko-assessering. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Hou gefokusde ramprisiko-assesserings; en • Neem deel aan omvattende allegevaarramprisiko-assesserings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 potensiële blootgestelde mense, eiendom, dienste, lewensonderhoud en die omgewing waarop hulle staatmaak, kan beskadig. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 potensiële blootgestelde mense, eiendom, dienste, lewensonderhoud en die omgewing waarop hulle staatmaak, kan beskadig; en • Neem deel aan projekdefinisie en uitvoering. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 potensiële blootgestelde mense, eiendom, dienste, lewensonderhoud en die omgewing waarop hulle staatmaak, kan beskadig; en • Interpreteer die resultate van risiko-assesserings

<p>9. Ramprisiko-opvoeding, -opleiding en openbare bewustheid</p> <p>Bevorder ramprisikobestuur deur openbare inligtingsveldtogte, opvoeding en opleiding en skakeling met gemeenskappe.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>en lei projekdefinisie en uitvoering.</p> <ul style="list-style-type: none"> • 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.
<p>10. Rampinligtingsbestuur en -kommunikasie</p> <p>Samel rampinligting en -data in, ontleed en dra dit oor.</p>	<ul style="list-style-type: none"> • Help met/Neem deel aan die gestruktureerde implementering van rampinligtingsbestuur en -kommunikasie; en • Openbaar 'n basiese vermoë om toepaslike 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Dra by tot 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Voer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses van beplanning en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; • Rig, beplan, lei en beheer 'n voortgesette en geïntegreerde multidissiplinêre en multisektorale proses

	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Openbaar 'n vermoë om 'n strategie vir die prosessering en bestuur van inligting om 'n omvattende hersiening van leidende en huidige navorsing op 'n spesialisingsgebied 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 voorgelê word.

		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.	<ul style="list-style-type: none"> 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.
<p>12. Dissiplinespesifiek</p> <p>Begrip en toepassing van metodes, tegnieke en prosedures van ramprisikobestuur</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Toon 'n begrip van 'n verskeidenheid navraagmetodes in 'n veld, dissipline of praktyk en hul gepastheid vir spesifieke ondersoek; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Openbaar 'n begrip van die kompleksiteit 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 bevoegdheids					
<p>1. Verantwoordingspligtigheid en etiese gedrag</p> <p>Die vermoë om verantwoordelikheid vir eie werk op 'n etiese manier te erken en te aanvaar.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 inisiering van

	<ul style="list-style-type: none"> 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.	besluit en optrede van ander in verskillende of swak gedefinieerde kontekste.	prosesse en implementering van stelsels, versekering van goeie hulpbronbestuur en beheerpraktyke.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Bly kalm en gefokus onder druk; Reageer konstruktief op ongunstige situasies en heil 'n kalmerende uitwerking op ander; en Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies in 'n leierskaprol funksioneer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bepalan en inisieer nuwe maniere om vooruit te gaan; Voer scenariobepalning uit; Ontwikkel gebeurlikheidsplanne; Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies funksioneer; en Openbaar doeltreffende leierskap tydens 'n krisis. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 dienoreenkomstig; Kan doeltreffend onder druk en in onstabiele, vinnig veranderende situasies funksioneer; en Openbaar doeltreffende leierskap tydens 'n krisis. 	<ul style="list-style-type: none"> Openbaar alle bevoegdheidsvlakke 1 tot 4.
<p>3. Bestuur van leer (leeroriëntering)</p> <p>Vermoë om kennis te verkry, insig te ontwikkel, te motiveer en op voortdurende selfverbetering te fokus.</p>	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 taakspeisefike leerbehoefes in 'n gegewe konteks akkuraat te identifiseer en aandag daaraan te gee en om steun	Openbaar 'n vermoë eie leerbehoefes 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

		en die leer van ander te bevorder.	te voorsien vir die leerbehoefes van ander waar gepas.		professionele groep as 'n manier om leer te verbeter.
Bevoegdheid ten opsigte van openbare diensoriëntering					
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot take en verslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; • Openbaar uitstekende mondelinge en skriftelike kommunikasie; en • Openbaar uitstekende luistervaardigheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspore oor; • Hersien dokumente akkuraat en redigeer ander geskep is; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; • Kommunikeer doeltreffend op senior vlakke; en • Hanteer medianavrae doeltreffend.

			<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei. 	
<p>3. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op en reageer tydig op kliëntebehoefes; • Verbonde aan voortrefflikheid; • Kom verbintnisse en belofes na met betrekking tot onderneming van take en hou by spertye; en • Bespoedig en verbind self doeltreffend tot omkeertyd. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 klientevredenheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Steun ander om verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 klientediensvisie te implementeer; en • Implementeer klientevredenheidster ugvoer om verskaffing van gehaltdiens te verseker. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Openbaar persoonlike verbintnis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
Bestuurs-/leierskapsbevoegdhe					

<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Dwing respek by eweknieë en belanghebbendes af. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Motiveer en inspireer ander; Bou steun en projekteer gesag en geloofwaardigheid; en Gebruik invloed om oogmerke te bereik. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Beïnvloed senior bestuur om inisiatiewe en strategieë te steun.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Toon inisiatief en selfvertroue in omgang met ander; Kan op 'n multidisiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente
<p>3. Rigtingbepaling</p> <p>Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenisse tot die doelwitte te verkry.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenisse tot die doelwitte kry; en Gee 'n duidelike sin van die doel, en fokus op 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.

<p>4. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<p>suksesvolle bereiking van oogmerke.</p> <ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Bestuur die behoud en ontwikkeling van talent in die departement/organisasie
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BEVOEGDHEIDSRAMWERK VIR EKONOMIESE ONTWIKKELING

VLAKKE	1	2	3	
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Assistent-LAED-beampte Assistentbeampte vir ekonomiese ontwikkeling 	<ul style="list-style-type: none"> LAED-beampte Beampte vir ekonomiese ontwikkeling 	<ul style="list-style-type: none"> Senior LAED-beampte Senior beampte vir ekonomiese ontwikkeling 	
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 kompleksiteit van die drie sfere van regering in ekonomiese bemagtiging en ontwikkeling. 	
ONDERVINDING	<ul style="list-style-type: none"> 0-2 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding. 	
KWALIFIKASIE	<ul style="list-style-type: none"> Toepaslike 3-jaar- tersiêre kwalifikasie; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Toepaslike 3-jaar- tersiêre kwalifikasie; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> Toepaslike 3-jaar- tersiêre kwalifikasie; en Rekenaargeletterdheid: MS Office 	

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BEVOEGDHED				
BEVOEGDHEIDSVLAKKE	1	2	3	
Kern- professionele bevoegdhe				
<p>1. Navorsing en ontleding</p> <p>Die vermoë om ontwikkelingsnavorsingsmetodologieë te onderneem en daarvoor advies te gee om gehalftenavorsing en inligting vir besluitneming te verseker.</p>	<ul style="list-style-type: none"> • 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- 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 inhoud; • 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; 	

	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 <ul style="list-style-type: none"> • Kan sekere vlakke van kompleksiteit en dubbelsinnigheid hanteer. 	<ul style="list-style-type: none"> • 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 navorsingontledingskomponente van projekte wat 'n munisipaliteitwyse 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	<ul style="list-style-type: none"> • Kommunikeer met die gemeenskap, klante en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	

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<p>Die vermoë om aandaglig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.</p>	<p>kollegas uit verskillende agtergronde, met gepaste inagneming van interkulturele bewusheid;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Hanteer interkulturele misverstande sensitief en met volle bewusheid van die verskillende agtergronde waaruit mense kom; • Verstaan besluitnemingstrukture en -prosesse van belanghebbendes en ontwerp konsultasieforums dienoreenkomstig; • 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 	<ul style="list-style-type: none"> • 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 oopspunte 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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		<ul style="list-style-type: none"> • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan. 		
<p>3. Sosio-ekonomiese/Sosio-politieke bewusheid</p> <p>Die vermoë om bewus te wees van en kontekstuele, politieke, openbare belang en administrasiediens en ontwikkelingsake en kwellinge, programme, beleid en besluite in ag te neem in die begrip, voorbereiding van en aanbevelings oor inligtingsresultate, uitkomstes en produkte.</p>	<ul style="list-style-type: none"> • Openbaar 'n bewusheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 bewusheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 die 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 	

			standaarde vir ontwikkelingsdata-inligting en -navorsing beïnvloed.	
<p>4. Beplanning en organisering</p> <p>Die vermoë om werktake te beplan en te organiseer deur gebruik van die stel van doelwille, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies en uitkomst/resultate te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 langtermynbehoefes vir die munisipaliteit. 	
Funksionele bevoegdhede				

<p>1. Strategiese beplanning en strategieformulering</p> <p>Vermoë om die proses van strategiese beplanning te verstaan en doeltreffend tot strategieformulering by te dra.</p>	<ul style="list-style-type: none"> • Openbaar kennis van strategie-ontwerp en implementeringsproses; • Kan tussen strategiese sake en bedryfs- of roefinesake onderskei; en • Herken die belangrikheid van strategiese leiding en gestruktureerde bedryfsimplementering. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Kan deelneem aan en bydra tot strategiese beplanningssessies; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Het dieptekennis van munisipale en sektorwetgewing; • Openbaar en pas diep begrip van die breër ontwikkelingskonteks toe en assessee implikasies vir die munisipaliteit; • Kan veelbelanghebbende-strategiese deelnamesbeplanningssie 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 gemeem 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 <ul style="list-style-type: none"> • Dra by tot vorming van munisipale, provinsiale en nasionale beleid oor maatskaplike, ekonomiese en ontwikkelingsake. 	
2. Program- en projekbestuur Beplan, bestuur, monitor en evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	<ul style="list-style-type: none"> • Openbaar kennis van projekbestuurteorie en -implementering; • Kan projekidentifikasie en -inisiëering onderneem; • Kan eenvoudige aksieplanne vir projekte implementeer; • Werk op 'n stelselmatige, metodiese en ordelike manier; en • Wysig planne in ooreenstemming met instruksies van toesighouer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Kan program- en projekimplementeringsplanne 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 sakefinansiële moontlikheid en toon 'n	<ul style="list-style-type: none"> • Openbaar kennis van finansiële beplanning en begrotingsimplementering; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Kan besteding ontleed en vorderingsverslae opstel; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; 	

<p>gesonde begrip van toepassing van die doeltreffendste bestuurspraktyke om munisipale finansieringsdoelwitte en oogmerke te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Kan implementeringsplanne en mylpale saamstel; en • Openbaar 'n verstandige begrip van die finansiële regsraamwerk en verseker nakoming. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Inligtingsprodukte en verslagdoening</p> <p>Die vermoë om 'n verskeidenheid soorte en formate gebruikersvriendelike, klantgeoriënteerde en toeganklike inligtingsprodukte en verslae voor te berei.</p>	<ul style="list-style-type: none"> • 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 konsepfeiteblaaië en soortgelyke inligtingsprodukte voorberei; • Kan ontwikkelingsinligtingsprodukte voorberei vir wyer interne en eksterne kommunikasie; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; 	

	<ul style="list-style-type: none"> • Kan help met die verspreiding van ontwikkelingsinligtingsprodukte via die gepaste media; en • Kan konsepvoorleggings voorberei. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>5. Volharding</p> <p>Gaan voort om doeltreffend te presteer wanneer voor tydsdruk, teëspoed, teleurstelling of teenstand staan.</p>	<ul style="list-style-type: none"> • Doen getuigenisgebaseerde 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	

Bevoegdhede ten opsigte van openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Sluit goed by ander aan; • Inisieer kontak met ander mense; • Toon bedagsaamheid teenoor ander; en • Luister doeltreffend en reageer gepas. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Kan skriftelik op komplekse tipes kommunikasie reageer; • Ontwikkel goed gedefinieerde kommunikasie-strategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehoore oor 	<ul style="list-style-type: none"> • 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; 	

	<ul style="list-style-type: none"> • 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. 	<p>te dra of met hulle in interaksie te tree;</p> <ul style="list-style-type: none"> • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor. • Balanseer politieke oopspunte 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. 	<ul style="list-style-type: none"> • Kan situasies en belangeposisies lees en op gepaste wyse reageer; en • Gebruik taal en styl om die aandag van die gehoor te boei. 	
<p>3. Diensleweringoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon verbintenis tot voortreflikheid; • Kom verbintenis en belofte ten opsigte van die onderneming van take na en hou by spertye; • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Is bewus van gemeenskapsbehoefte en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se GIS-planne te integreer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 dienslewering-agterstande, ekonomiese ontwikkeling, omgewingsbewing); 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Verstaan en artikuleer gemeenskapsbehoefte in sektorplanne; • Kan gemeenskapsbehoefte kwantifiseer en hul implikasies vir die munisipaliteit evalueer; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; • Praat doeltreffend met die media oor diensleweringssake; en • Dryf billike dienslewering aan met inagneming van 	

		<ul style="list-style-type: none"> • Vestig 'n samewerkende verhouding met die gemeenskap; en • Is bewus van die burgerlike organisasies en kan hulle by dienslewingsprosesse betrek. 	die impak wat dienskwessies, programbeleid en besluite op die openbare belang/kwellinge het.	
<p>4. Klëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op klentebehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met klente oor gemeenskaplike verwagtinge en monitor klentetevredenheid en assessee 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die klënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klentediensvisie te implementeer; • Implementeer klentetevredenheids-terugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	
Persoonlike bevoegdhede				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projektoogmerke meedoënloos na; 	

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.	<ul style="list-style-type: none"> • Tree vinnig op 	<ul style="list-style-type: none"> • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; 	

		<ul style="list-style-type: none"> • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke,</p>	<ul style="list-style-type: none"> • Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); • Openbaar logiese probleemoplossingsbena 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. 	

<p>volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<p>dering en voorsien rede vir voorgestelde oplossings; en</p> <ul style="list-style-type: none"> • Stel vas wat die grondoorzaak van probleme is en evalueer of oplossings grondoor sake in ag neem. 	<p>wanneer probleme benader word;</p> <ul style="list-style-type: none"> • Ontwikkel nuwe maniere om probleme op te los; • Kan detailorientering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • Onderzoek 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 potensiele impak tee te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standarde 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.</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	
Bestuurs-/leierskapsbevoegdhede				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Kan 'n groot verskeidenheid interpersoonlike style en kommunikasietodes 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. 	
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; Kan saam met 'n multidisiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	

		<p>maniere om saam te werk en te integreer; en</p> <ul style="list-style-type: none"> • Werk doeltreffend saam met mense uit ander munisipaliteite/departementen en kan in 'n mededingende omgewing werk. 		
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	
<p>4. Strategiese vermoë en leierskap</p>	<ul style="list-style-type: none"> • Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Gee 'n duidelike sin van die doel, en fokus op 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Gee raad en leiding oor beleid; 	

<p>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.</p>	<ul style="list-style-type: none"> Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor. 	<p>suksesvolle bereiking van oogmerke;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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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 bemagtingers van LED-ingrypings.

BEVOEGDHEIDSRAMWERK VIR DIE INGENIEURSPROFESSIE – INGENIEURS

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Gegradueerde in opleiding: Ingenieur 	<ul style="list-style-type: none"> Siviele ingenieur Chemiese ingenieur Elektriese ingenieur Meganiese ingenieur Ander ingenieur 	<ul style="list-style-type: none"> Senior ingenieur: Siviel Senior ingenieur: Chemies Senior ingenieur: Elektries Senior ingenieur: Meganies Ander ingenieur 	<ul style="list-style-type: none"> Eerste ingenieur: Siviel Eerste ingenieur: Chemies Eerste ingenieur: Elektries Elektries-meganiese ingenieur Tipies 'n seksiehoof 	<ul style="list-style-type: none"> Hoofingenieur (enige ingenieursdisipline) Tipies 'n departementshoof
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Neem deel aan uitvoering van komplekse ingenieurstake onder toesig/mentorskap van 'n ingenieurspraktisyn; en Kan deel wees van 'n gestruktureerde opleidingsprogram. 	<ul style="list-style-type: none"> Dra by tot verskeie professionele ingenieursfunksies. Mate van onafhanklikheid maar soek strategiese leiding soos vereis; en Kan meerderes help om spesialisraad aan kliente te gee. 	<ul style="list-style-type: none"> Voer komplekse aktiwiteite uit. Pas geïntegreerde kennis toe; Werk onafhanklik en soek raad wanneer nodig; en Kan toesig hou oor junior ingenieurspersoneel. 	<ul style="list-style-type: none"> Bestuur professionele spanne en komplekse ingenieursfunksies; Werk onafhanklik; en Kan toesig hou oor junior ingenieurspersoneel en hul mentor. 	<ul style="list-style-type: none"> Lei en bestuur komplekse ingenieursprosesse en/of -departemente; Werk onafhanklik; en Kan junior ingenieurspersoneel mentor.
ONDERVINDING	<ul style="list-style-type: none"> Geen ondervinding op intreevlak nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding ná registrasie. 	<ul style="list-style-type: none"> 8 jaar meer toepaslike ondervinding ná registrasie. 	<ul style="list-style-type: none"> 10 jaar of meer toepaslike ondervinding ná registrasie.
KWALIFIKASIE	<ul style="list-style-type: none"> 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad. 	<ul style="list-style-type: none"> 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad 	<ul style="list-style-type: none"> 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad 	<ul style="list-style-type: none"> 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad en kwalifiseer om as Pr Eng geregistreer te word; 	<ul style="list-style-type: none"> 'n Toepaslike BEng- of BSc (Eng)-ingenieursgraad

	<ul style="list-style-type: none"> • Rekenaargeletterdheid: MS Office 	<p>en kwalifiseer om as Pr Eng geregistreer te word.</p> <ul style="list-style-type: none"> • Rekenaargeletterdheid: MS Office 	<p>en kwalifiseer om as Pr Eng geregistreer te word.</p> <ul style="list-style-type: none"> • Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • 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 	<p>en kwalifiseer om as Pr Eng geregistreer te word;</p> <ul style="list-style-type: none"> • 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					
<p>1. Beplanning</p> <p>Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.</p>	<ul style="list-style-type: none"> • Neem deel aan beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel; • Ontleed inligting om uitvoerbaarheidsstudies en die vereistes van die Geïntegreerde Ontwikkelingsplan (GOP) en die Groei- en Ontwikkelingsstrategie (GOS) te steun; en • Neem deel aan die samestelling van uitvoerbaarheidsstudies vir komplekse ingenieursprobleme en -projekte. 	<ul style="list-style-type: none"> • 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- 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 langtermyninfrastruktuurbehoefes vir die munisipaliteit; • Evalueer alternatiewe opsies; 	<ul style="list-style-type: none"> • 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

		<p>ekonomiese impakte van die projek;</p> <ul style="list-style-type: none"> • Dra by tot die kostebepaling en finansiële ontleding van kapitaalprojekte, bedryf en onderhoud; en • Dra by tot die bepaling van lewensiklus van bates. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, konsulerende ingenieurs en ontwikkelaars oor komplekse tegniese sake vir voorgestelde ontwikkelingsprojekte. 	<p>raad oor die jongste tegnologie;</p> <ul style="list-style-type: none"> • 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.
<p>2. Organisasiebewustheid</p> <p>Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 dienslewering-uitdagings. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

		toepassing is in die spesifieke funksionele gebied toe; en			<ul style="list-style-type: none"> Het 'n begrip van beheer en audit.
<p>3. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.</p>	<ul style="list-style-type: none"> Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Bestuur projekte en programme deurgevoer volgens vereistes.
Funksionele bevoegdheids					
<p>1. Ontwerp</p> <p>Die vermoë om infrastruktuur te ontwerp ooreenkomstig ingenieurskodes en -standaarde en met gepaste inagneming van bedryfsvereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.</p>	<ul style="list-style-type: none"> Neem deel aan ondersoek en uitvoerbaarheidsstudies; 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Dra by tot ondersoek en uitvoerbaarheidsstudies; Dra by tot die ontwerp van infrastruktuur en komplekse prosesse met gepaste inagneming van bedryfsdoeltreffendheid, koste-effektiwiteit, 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Gaan uitvoerbaarheidsstudies, ontwerpe en besonderhede vir ondergeskikte ingenieurspersoneel na; Ontwerp komplekse ingenieursinfrastruktuur en -prosesse; Skakel met klientdepartement oor 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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

	<ul style="list-style-type: none"> • Neem onder toesig deel aan die samestelling van werkomvang, skatlings, tender- en kontrakdokumente vir infrastruktuur. 	<p>omgewingsimpakte en volhoubaarheid;</p> <ul style="list-style-type: none"> • Hou toesig oor die samestelling van ingenieursverslae en -tekeninge; en • Stel tender- en kontrakdokumente onafhanklik saam en neem deel aan aanbiede en spesifikasies. 	<p>integrasie- en ontwerp spesifikasies;</p> <ul style="list-style-type: none"> • Teken alle ontwerpe en tekeninge af; • Finaliseer werkomvang en keur kontrakte en tenderdokumente goed; en • Neem die gepasheid van ingenieursoplossings in die konteks van gemeenskapsbehoefes in ag. Gebruik gepaste tegnologieë om aan gemeenskapsbehoefes te beantwoord. 	<p>batebestuurvereistes oor infrastruktuur;</p> <ul style="list-style-type: none"> • Gaan ontwerpe na teen vraag en stelselkapasiteit; en • Gee finale goedkeuring vir ontwerp. 	<p>'n spesialis op sy of haar gebied;</p> <ul style="list-style-type: none"> • Vars alternatiewe/nuwe tegnologieë na en soek en gee raad oor jongste tegnologie; • Interpretier 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.
<p>2. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Neem deel aan die ontwikkeling van 'n duidelike projekopdrag; • Neem deel aan die voorbereiding, koördinerende en monitering van 'n projekinisiasieprogram; • Neem deel aan die toegewese take tot die ooreengekome standarde (handel werk in die omvang van die opdrag af); 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bewerkstellig ooreenstemming tussen vereistes en voorkeure, assessee 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur multidissiplinêre projekte en programme; • Bestuur die projekvereistes vir befonders; • Verseker kommunikasie met belanghebbendes; • Prioritiseer veelvuldige hulpbronne om by mededingende sperdatums te bly; • Finaliseer projekkonsep en uitvoerbaarheid; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; • Gebruik analitiese en metodiese strukture van projekte en projekbeplanning om voldoende beheer oor projekte te verseker en die doeltreffende, effektiewe en ekonomiese implementering daarvan teen die vereiste gehalte en

	<ul style="list-style-type: none"> • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens skedule voltooi word; en • Verseker nakoming van begrotingsvereistes. 	<p>projektdokumentasie en konstruksie-programme;</p> <ul style="list-style-type: none"> • Bestuur projekte volgens die ooreengekome standarde; • Bestuur hulpbronne om projekdoelwitte te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens skedule voltooi word; en • Voltooi projek binne begroting. 	<p>gebruikersbehoefes en -opsies;</p> <ul style="list-style-type: none"> • Stel projekopdrag, -oogmerke, -prioriteite, -beperkings, -aannames en -strategie vas; • Finaliseer en keur projektdokumentasie en konstruksieprogramme goed; • Bestuur aanbodkettingsaktiwiteite en verseker nakoming van aanbodkettingsbeleid en tenderverkrygings-prosesse; • Evalueer tenders, ontvang insette en berei evaluasieverlag voor; en • Bestuur etlike projekroosters en -begrotings. 	<ul style="list-style-type: none"> • Bestuur, koördineer en integreer prosesse in die omvang-, tyd-, koste- en gehaltparameters van die projek; en • Konseptualiseer en verseker dat die onderhoudsvereistes vasgestel word gegrond op batebestuur vir alle nuwe projekte. 	<p>standaard en binne vasgestelde tydraamwerke en begrotings; en</p> <ul style="list-style-type: none"> • 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.
<p>3. Konstruksie</p> <p>Kennis van konstruksie- en onderhoudsprosesse, monitor nakoming van ontwerp spesifikasies, gesondheids- en veiligheidsregulasies; en</p> <p>Kommunikeer in gepaste styl onder toesig van konstruksiepersoneel.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Het dieptekennis van konstruksie- en onderhoudsprosesse; • Dra by tot die keuring van en verkrygingsstrategie vir kontrakteurs, subkontrakteurs en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bestuur 'n multidissiplinêre span; • Keur die konstruksieproses en mylpale goed; • Bestuur die konstruksieprogram en monitor koste en vordering; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Bestuur projekbegrotings en -roosters; • Onderhandel met klientdepartemente en belanghebbendes; • Monitor die voorbereiding deur die omgewingskonsultante 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Bestuur die kapitaalprogram van die munisipaliteit; • Bewerkstellig ooreenstemming met munisipale vereistes en voorkeure, assesseer gebruikersbehoefes en -opsies, aanstelling van

	<ul style="list-style-type: none"> • Neem deel aan die ontwikkeling van hulpbronneplanne; • Neem deel aan monitering van nakoming van ontwerp-spesifikasies, gesondheids- en veiligheidsregulasies; • Gaan projekbegrotings na ooreenkomstig die omvang en hoeveelheidslys; • Neem deel aan oorhandiging van terrein; • Voer pligte van terreinagent of ingenieursvertegenwoordiger uit; en • Ondersoek variasies en gebeurlikhede en doen aanbevelings vir regstellende optrede. 	<p>verskaffers en beveel dit aan;</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ken hulpbronne toe (arbeid, materiaal, toerusting) om gewenste oogmerke te bereik; • Gebruik goeddunke in situasies van afwyking van ontwerp-aanname; • 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 toets- en ingebruikneming deur konsultante en kontrakteurs; • Monitor die uitvoering deur die kontrakteurs van die defektiewe 	<p>van die omgewingsbestuurplan;</p> <ul style="list-style-type: none"> • Stel die inligtingsverspreidingsprosedures vir konstruksie vas; • Bewerkstellig ooreenstemming en monitor die konstruksiedokumentasierooster vir tydige lewering van nodige inligting aan die kontrakteurs; • Stel prosedures vas vir die monitering, beheer en bewerkstelling van ooreenstemming oor alle omvang- en kostevariasies; • Bewerkstellig ooreenstemming oor die gehalteversekeringsprosedures 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-voltooiing en die Sertifikaat van Praktiese Voltooiing uit. 	<p>nodige konsultante in vasstelling van projekopdrag, -oogmerke, -prioriteite, -beperkings, -aanname en strategieë;</p> <ul style="list-style-type: none"> • Gebruik goeddunke in situasies van afwyking van ontwerp-aanname; • 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 toelaebefonders; • Het gevorderde kennis van kontrakbestuur en ontwikkel kontrakbestuurmodelle vir munisipale implementering; en • Bestuur geskil-, konfliktoplossing en arbitrasie.
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		op koste en vordering het.	items om voltooiing van werke te behaal; en		
<p>4. Bedryf en onderhoud</p> <p>Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om daardie begrip in die bedryfomgewing toe te pas.</p>	<ul style="list-style-type: none"> 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 bedryfprosedures vir stelsels; en Monitor en assesseeer die doeltreffendheid en betroubaarheid van dienste. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Bestuur 'n departement en stel reëls en prosedures in vir bedryf en onderhoud; Neem bedryfsimplikasies op 'n munisipaliteitwyse grondslag in ag; Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies; Dra by tot die ontwikkeling van nasionale norme en standaarde; Sien geleentheid, 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 baleregisters op datum gehou word; Ontwikkel begrotings vir kapitaalwerke, bedryf en onderhoud; Ontwerp, bevestig en pas bedryfs- en 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 geleentheid, 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 sektorontwikkelingsplanne; Ontwikkel infrastruktuurstrategieë en -beleid vir

		<ul style="list-style-type: none"> Versag gesondheids-, veiligheids- en omgewingsrisiko's. 	<ul style="list-style-type: none"> 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 diensleweringssake. 	<p>onderhoudsdienlewering-standaarde op munisipale vlak toe; en</p> <ul style="list-style-type: none"> Ontwikkel modelle om die agtergrond te verskaf vir interne, uitgekонтakteerde en OPP-kapitaal- en bedryfs- en onderhoudskонтakte/-projekte. 	<p>grondgebruikbestuur en ruimtelike ontwikkeling;</p> <ul style="list-style-type: none"> 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 lewensikluskostebepaling.
Bevoegdhe ten opsigte van openbare diensoriëntering					
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en kom met hulle klaar; Kommunikeer doeltreffend; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 geregtig; Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 4; en Sensitief vir hoe mense en organisasies funksioneer.

			<ul style="list-style-type: none"> • Beding vergunnings sonder om verhoudings te skaad. 		
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheite 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheite uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheite 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheite 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, belangegroep, ontwikkelaars, unies, plaaslike en internasionale befondsers, die pers, ens.

<p>3. Dienslewering-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenis en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Raak doeltreffend betrokke by algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Praat doeltreffend met die media oor diensleweringssake; en • Het 'n waardering en begrip vir die diensleweringssimperatief en die eise daarvan op staatsamptenare. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; en • Het 'n begrip en waardering vir die diensleweringssimperatief en die eise daarvan op staatsamptenare.
Persoonlike bevoegdhede					
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Entoesiasies om nuwe projekte te bestuur; • Aanvaar nuwe uitdagings; • Druk ander om by spertye te bly • Behou en ontwikkel kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; en • Daarop gefokus om seker te maak dat strategie- en program-/projekuitkomstebereik word.

<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; en Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; en Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 4; en Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Oop vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> Toon sterk analitiese redeneringsvermoë; Sterk aandag aan besonderhede; en Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Openbaar logiese, gevolgsedrewe denke; en Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend. Kan detailoriëntering met grootprentjedenke versoen; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Hanteer hoe vlakke van kompleksiteit en verduidelik sake aan ander; Kom vorendag met kreatiewe en unieke idees; en Oorweeg alternatiewe. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 4; Dink oorspronklik; en Openbaar insig wat ander nie het nie.

			<ul style="list-style-type: none"> • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede. 		
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Behoort aan 'n netwerk in die bedryf.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>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.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Meld bedrog, korrupsie, nepotisme en wanadministrasie aan; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/ departement is; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Bevorder deursigtige en aanspreklike munisipale administrasie.

	<ul style="list-style-type: none"> Aanvaar verantwoordelikheid vir eie optrede; en Het geen agenda wanneer sake of mense gehanteer word nie. 	<p>die gewin van ander nie;</p> <ul style="list-style-type: none"> Bou vertroue en toon vertroue in ander; Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word; en Ontwikkel en pas selfregstellende maatreëls toe. 	<ul style="list-style-type: none"> Tree besluit op teen korrupte en oneerlike gedrag. 		
Bestuurs-/leierskapsbevoegdhede					
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Motiveer en inspireer ander; en Gebruik invloed om oogmerke te bereik. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Bou steun en projekteer gesag en geloofwaardigheid.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente.

<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingryping s 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 etiket en professionele oordeel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 ontwikkelingsingryping s 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Bestuur talentaantrekking, integrasie, ontwikkeling en behoud deur aktiewe pogings van kennisoordrag en afrigting.

			personeel aan om daaraan te werk om profesioneel 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.)	<ul style="list-style-type: none"> Gegradueerde in opleiding: Tegnikus 	<ul style="list-style-type: none"> Tegnikus: Siviël Tegnikus: Chemies Tegnikus: Elektries Tegnikus: Meganies Ander ingenieurstegnikus 	<ul style="list-style-type: none"> Senior tegnikus: Siviël Senior tegnikus: Chemies Senior tegnikus: Elektries Senior tegnikus: Meganies Ander ingenieurstegnikus 	<ul style="list-style-type: none"> Eerste tegnikus: Siviël Eerste tegnikus: Chemies Eerste tegnikus: Elektries Eerste tegnikus: Meganies Ander ingenieurstegnikus 	<ul style="list-style-type: none"> Hoofingenieurstegnikus (enige ingenieursdisipline)
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Help met uitvoering van goed gedefinieerde ingenieurstake onder toesig/mentorskap van 'n ingenieurspraktisyn; en Kan deel wees van 'n gestruktureerde opleidingsprogram. 	<ul style="list-style-type: none"> Neem deel aan verskeie goed gedefinieerde ingenieursfunksies; en Werk met 'n mate van onafhanklikheid maar primêr onder leiding en toesig. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lei en bestuur goed gedefinieerde ingenieursfunksies; Werk onafhanklik; en Hou toesig oor en mentor junior tegnici.
ONDERVINDING	<ul style="list-style-type: none"> Geen ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding ná registrasie. 	<ul style="list-style-type: none"> 8 jaar of meer toepaslike ondervinding ná registrasie. 	<ul style="list-style-type: none"> 10 jaar of meer toepaslike ondervinding ná registrasie.

KWALIFIKASIE	<ul style="list-style-type: none"> • 'n Toepaslike Nasionale Diploma in Ingenieurswese. • Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • 'n Toepaslike Nasionale Diploma in Ingenieurswese. • Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • 'n Toepaslike Nasionale Diploma in Ingenieurswese en registrasie as 'n Pr Techni Eng. • Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • 'n Toepaslike Nasionale Diploma in Ingenieurswese en registrasie as 'n Pr Techni Eng. • Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • '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 bevoegdhe					
<p>1. Beplanning</p> <p>Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bestuur 'n span beplanningstegnici; • Wys hulpbronne toe ooreenkomstig die beplanningsbegroting; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 ruimtelikebeplanninginisiatiewe in spesifieke projekvereistes; • Dra by tot die infrastruktuuropsie-ontleding; • Neem institusionele reelings en kapasiteite in ag in die beplanning en voorstel van ingenieursoplossings om aan

		bateregister by en hou dit in stand.			gemeenskapsbehoefes te voldoen; en <ul style="list-style-type: none"> • Projekteer en voorspel kort- en mediuftermyinfrastruktuur-behoefes vir die munisipaliteit.
<p>2. Organisasoriese bewustheid</p> <p>Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 dienslewering-uitdagings. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Dra by tot die vorming van die direktoraat/munisipaliteit se sektorspesifieke doelwitte en prioriteite.
<p>3. Aandag aan besonderhede</p>	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Monitor projekte en programme; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en

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<p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepasslike ingenieurstandaarde te verseker.</p>		<ul style="list-style-type: none"> Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; Maak seker alle besonderhede van 'n taak word uitgevoer; en Kontroleer teen standaard en regulasies. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Kontroleer teen standaard en regulasies en teken dokumente af; en Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is. 	<ul style="list-style-type: none"> Bestuur nakoming van ingenieurstandaarde ten opsigte van projekte en programme.
Funksioneel					
<p>1. Ontwerp Die vermoë om infrastruktuur te ontwerp ooreenkomstig ingenieurskode en -standaarde en met gepaste inagneming van operasionele vereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.</p>	<ul style="list-style-type: none"> 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 hoeveelhedslyste en skattings soos geïnisieer deur die ingenieur. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Dra onder toesig by tot die ontwerp van infrastruktuur en -prosesse; Neem bedryfsdoeltreffendheid, 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Kontroleer ontwerp-elemente en detailtekening van junior ingenieurspersoneel; Ontwerp goed gedefinieerde ingenieurs-elemente en integreer die ontwerpe van junior ingenieurspersoneel; Neem die gepastheid van ingenieursoplossings in die konteks van gemeenskaps-behoefes in ag; en Gebruik bekende tegnologieë om aan gemeenskaps-behoefes te beantwoord. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Bestuur en wys hulpbronne toe aan ontwerpe; Prioritiseer ontwerp-elemente ten opsigte van begrotingsbesikbaarheid; 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; Bestuur 'n span in die ontwerpdepartement; Ontwikkel en hou ontwerp- (en ander tegniese) standaard en spesifikasies in stand; Kontroleer die ontwerpe van junior ingenieurspersoneel en integreer die ontwerp-elemente 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

					<ul style="list-style-type: none"> • Ontwikkel hoeveelheidslyste en skattings.
<p>2. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Neem deel aan toegewese take binne die omvang van die opdrag; • Monitor vordering en gehalte en doen verslag aan projekbestuurder; • Algemene terreintoetsing oor toegewese take; • Sit werk uiteen; • Doen toetse en maak monstere bymekaar; • Meet hoeveelheid: en • Doen projekbestuur van klein werke. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Dra by tot die bestuur van interne projekte tot op ooreengekome standarde; • Ontwikkel projekroosters en mylpale; • Identifiseer hulpbronne om die projektoegewere vir ingenieurs-goedkeuring te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens skedule voltooi word; en • Kan projek binne begroting voltooi. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Bestuur die projekspan en ken hulpbronne toe om die projektoegewere 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 toelaesvoorwaardes soos BG- en V-plan; • Bestuur etlike projekte tot op ooreengekome standarde; en • Prioritiseer etlike hulpbronne om by mededingende spertye te bly. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; • Bestuur projekbestuurtegnici; • Inisieer aanbodkettingsaktiwiteite en verseker nakoming van aanbodkettingsbeleid en tenderverkryingsprosesse; • Verstaan en pas goed gedefinieerde tegniese kennis toe van funksionele pligte, prosesse, metodologie en infrastruktuur; • Beplan en lewer projekte teen ooreengekome tyd-, koste en gehalteeise; • Pas goed gedefinieerde ingenieurskennis, -vaardighede en ondervinding toe om infrastruktuur in diens te stel; • Identifiseer situasies van afwyking van goed gedefinieerde ontwerpnaamings; en • Bestuur projekbegrotings en roosters doeltreffend.
<p>3. Konstruksie</p> <p>Kennis van konstruksie en onderhoudsprosesse, Monitor nakoming van ontwerp-spesifikasies, gesondheids- en veiligheidsregulasies; en</p>	<ul style="list-style-type: none"> • Basiese kennis van konstruksie- en onderhoudsprosesse; • Bestuur klein konstruksiewerke of -werkpakkette; • Help met die nakoming van ontwerp-spesifikasies, 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Openbaar bevoegdheid uit vorige vlakke; • Kennis van konstruksie- en onderhoudsprosesse; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Bestuur meer as een konstruksiespan; • Gevorderde kennis van konstruksie- en onderhoudsprosesse; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Bestuur projekbegrotings en -roosters; • Onderhandel met klientdepartemente en belanghebbendes; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; • Gebruik goedgekeurde in situasies van afwyking van ontwerpnaamings; • Identifiseer en implementeer regstellende optrede; • Skakel met klientdepartemente en kontrakteurs;

<p>Kommunikeer in gepaste styl onder toesig van konstruksiepersoneel.</p>	<p>gesondheids- en veiligheidsregulasies;</p> <ul style="list-style-type: none"> • Doen roetine-terreininspeksies; • Help met beheer, toets en monsterneming; en • Doen meting en vlakbeheer op terrein. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Uitvoerige kennis van kontrakvoorwaardes en tendervorms; • Inisieer konstruksieprojekte; • Skeduleer kontrakte en mylpale; • Ontwikkeling en ontwerp van wysigings en gebeurlikhede; • Ondernem geskil- en konflikoplossing; en • Bestuur ingebruikneming en behoud.
<p>4. Bedryf en onderhoud</p> <p>Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om daardie begrip in die bedryfsgewing toe te pas.</p>	<ul style="list-style-type: none"> • Basiese kennis van tegniese spesifikasies van elemente in 'n stelsel; • Verstaan bedryfsreëls en -prosedures vir infrastruktuur; • Help met infrastruktuur-assessering; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Kennis van tegniese spesifikasies van elemente in die stelsel; • 'n Begrip van die bedryfsreëls en -prosedures; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bestuur 'n bedryfs- en onderhoudsafdeling; • Dra by tot langtermyn-beplanning en voorspelling van infrastruktuurbedryfs- 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur etlike bedryfs- en onderhoudsafdelings; • Neem bedryfsimplikasies op 'n munisipaliteitwyse grondslag in ag; • Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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;

	<ul style="list-style-type: none"> • Doen aanbevelings vir vervanging en herstelaktiwiteit; • Help met die ontwikkeling van spesifikasies vir klein werke en herstelwerk; en • Help met die bestuur van depotaktiwiteite en klein onderhoudsherstel-/vervangingspanne. 	<ul style="list-style-type: none"> • Neem deel aan foutsproing van probleme wat met infrastruktuur-lewering voorkom; • Identifiseer en eskaleer gesondheids-, veiligheids- en omgewingsrisiko's; • Neem deel aan infrastruktuur-batebestuur 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 onderhoudsprogramme. 	<p>en onderhoudsvereistes;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Ontwikkel bedryfsreels en -prosedures vir infrastruktuur; • Ontwikkel jaarlikse bedryfs- en onderhoudsprogramme gegrond op ontleding van die onderhoud van infrastruktuur-batebestuur-stelsel; • Ontwikkel jaarlikse onderhoudsbegrotings vir die afdeling; • Verseker nakoming van bedryfsprosedures en -spesifikasies; en • Onderneem vraag en bewaringsbestuur. 	<ul style="list-style-type: none"> • 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 ontwikkelingstrategie; en • Skakel met ander, intern sowel as ekstern, oor geïntegreerde diens.
Bevoegdheid ten opsigte van openbare diensoriëntering					
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; • Openbaar die geduld om enduit na mense te luister 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; en • Sensitief vir hoe mense en organisasies funksioneer.

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>en hul opinies akkuraat te herhaal, selfs wanneer daar nie saamgestem word nie; en</p> <ul style="list-style-type: none"> • Bewus van hoe mense en organisasies funksioneer. 	
<p>2. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortrefflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en druk gemeenskapsbehoefes in sektorplanne uit; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Praat doeltreffend oor diensleweringssake met alle belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; en • Het 'n begrip en waardering vir die diensleweringssimperatief en die eise daarvan op staatsamptenare.
<p>3. Kommunikasie</p> <p>Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste wyse te reageer op verbale en</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspore; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Vermoë om situasies en belangeposisies te lees en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

skriftelike kommunikasie van ander.		<ul style="list-style-type: none"> • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk. 	<ul style="list-style-type: none"> • 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. 	<p>om op gepaste wyse te reageer;</p> <ul style="list-style-type: none"> • 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, belangegroepes, ontwikkelaars, unies, plaaslike en internasionale befondsers, die pers, ens.
Persoonlik					
<p>1. Aksie- en uitkomst-orientering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Entoesiasies om nuwe projekte te bestuur; • Aanvaar nuwe uitdagings; • Druk ander om by spertye te bly • Behou en ontwikkel kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; en • Daarop gefokus om te verseker dat strategie- en program-/projekuitkomstebereik word.

<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 4; en • Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; • Hanteer hoe vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 4; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.

gevolge en implikasies. Kan die groot prentjie sien.			grootprentjiedenke versoen; <ul style="list-style-type: none"> Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede. 	<ul style="list-style-type: none"> Oorweeg alternatiewe. 	
5. Leeroriëntering Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak uit vlak 1 en 2; Bly op hoogte van veranderinge in die bedryf. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak uit vlak 1 tot 3; Skep 'n leeromgewing; en Moedig ander aan om te leer en te deel uit foute en deel ondervindinge. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak uit vlak 1 tot 4; Bevorder beste praktyk; en Behoort aan 'n netwerk in die bedryf.
6. Verantwoordingspligtheid 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.	<ul style="list-style-type: none"> 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 verantwoordelikhede vir eie optrede; en 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak uit vlak 1 tot 4; en Bevorder deursigtige en aanspreeklike munisipale administrasie.

	<ul style="list-style-type: none"> Het geen agenda wanneer sake of mense gehanteer word nie. 	<ul style="list-style-type: none"> Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word; en Ontwikkel en pas selfregstellende maatreels toe. 			
Bestuur/leierskap					
1. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Motiveer en inspireer ander; en Gebruik invloed om oogmerke te bereik. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Toon inisiatief en selfvertroue in omgang met ander; Kan op 'n multidisiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente.
3. Rigtingbepaling	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en

<p>Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenisse tot die doelwitte te verkry.</p>		<ul style="list-style-type: none"> • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • Kan die direktoraat se doelwitte in oogmerke vir die eenheid omskep en verkry verbintenisse tot hierdie doelwitte van die span; en • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke. 	<ul style="list-style-type: none"> • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
<p>4. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 4; en • Bestuur talentaanrekening, integrasie, ontwikkeling en behoud deur aktiewe pogings van kennisoordrag en afrigting.

			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.)	<ul style="list-style-type: none"> Gegradueerde in opleiding: Tegnoloog 	<ul style="list-style-type: none"> Tegnoloog: Siviël Tegnoloog: Chemies Tegnoloog: Elektries Tegnoloog: Meganies Ander ingenieurs 	<ul style="list-style-type: none"> Senior tegnoloog: Siviël Senior tegnoloog: Chemies Senior tegnoloog: Elektries Senior tegnoloog: Meganies Ander ingenieurs 	<ul style="list-style-type: none"> Eerste tegnoloog: Siviël Eerste tegnoloog: Chemies Eerste tegnoloog: Elektries Eerste tegnoloog: Meganies Ander ingenieurs 	<ul style="list-style-type: none"> Hoofingenieurs-tegnoloog (alle ingenieursdissiplines)
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Neem deel aan uitvoering van breed gedefinieerde ingenieurstake onder toesig/mentorskop van 'n ingenieurspraktisyn; en Kan deel wees van 'n gestruktureerde opleidingsprogram. 	<ul style="list-style-type: none"> Dra by tot verskeie breed gedefinieerde ingenieursfunksies. Mate van onafhanklikheid maar soek strategiese leiding soos vereis; en Kan meerderes help om spesialisraad aan kliente te gee. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Bestuur breed gedefinieerde ingenieursfunksies; Werk onafhanklik; en Kan toesig hou oor junior ingenieurspersoneel en hulle mentor. 	<ul style="list-style-type: none"> Lei breed gedefinieerde ingenieursaktiwiteite en hulpbronne; Werk onafhanklik; Kan junior ingenieurspersoneel mentor; en Spesialiseer en gee raad oor spesifieke ingenieurssubdissiplines.
ONDERVINDING	<ul style="list-style-type: none"> 3 jaar toepaslike ondervinding op tegnikusvlak. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding sedert verkryging van B.Tech. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding ná registrasie. 	<ul style="list-style-type: none"> 8 jaar of meer toepaslike ondervinding ná registrasie. 	<ul style="list-style-type: none"> 10 jaar of meer toepaslike ondervinding ná registrasie.

KWALIFIKASIE	<ul style="list-style-type: none"> • 'n Toepaslike Nasionale Diploma; en • 'n Toepaslike BTech-graad in ingenieurswese. • Rekenaargelettertheid: MS Office 	<ul style="list-style-type: none"> • 'n Toepaslike BTech-graad in ingenieurswese. • Rekenaargelettertheid: MS Office 	<ul style="list-style-type: none"> • 'n Toepaslike BTech-graad in ingenieurswese; en • Registrasie as 'n Pr Tech Eng. • Rekenaargelettertheid: MS Office 	<ul style="list-style-type: none"> • '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. • Rekenaargelettertheid: MS Office 	<ul style="list-style-type: none"> • '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. • Rekenaargelettertheid: MS Office
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	1	2	3	4	5
Kern- professionele bevoegdheidsvlakke					
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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Dra by tot die ontwikkeling van modelle vir die ontleiding van inligting; • Konseptualiseer opsies en doen aanbevelings; • Dra by tot ontleiding van die sosio-ekonomiese impakte van die projek; • Dra by tot die kostebepaling en finansiële ontleiding van kapitaalprojekte, bedryf en onderhoud; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bestuur die beplanningsinsette van junior ingenieurspersoneel; • Ontwikkel scenario's en onderneem ontleiding van opsies; • Pas breed gedefinieerde ingenieurskennis, vaardighede en ondervinding toe om uitvoerige produksieplanne vir infrastruktuur voor te 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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, 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; • Inisieer en hou toetsing oor prestasie-ontleiding, lewensikuskostebepaling en onderhoudsvoorspellings van nuwe en bestaande infrastruktuur; • Beplan stelsels wat ingenieursnorme en departementele standaarde toepas vooruit; en • Beplan voorgestelde infrastruktuur volgens

		<ul style="list-style-type: none"> • Stel lewensiklus van bates vas onder leiding van die ingenieur; en • Stel die oorblywende nuttige lewe van bates onder leiding vas. 	<p>berei soos vasgestel deur langtermyn-meesterbeplanning;</p> <ul style="list-style-type: none"> • 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. 	<p>evalueer om optimale oplossing te vind;</p> <ul style="list-style-type: none"> • Definieer kommunikasiekanale, verslagdoening en koördinasie met plaaslike gemeenskappe en ander belanghebbendes soos DWS, DOT, Eskom, unies, ens.; en • Kommunikeer met stadsbeplanners, konsulerende ingenieurs en ontwikkelaars oor breed gedefinieerde tegniese sake vir voorgestelde ontwikkelingsprojekte en soek die leiding van ingenieurs waar nodig. 	<p>die vereistes van regulasies en riglyne.</p>
<p>2. Organisasoriese bewusheid</p> <p>Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die diensleweringsoogmerke en -uitdagings te bereik.</p>	<ul style="list-style-type: none"> • 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 • Bewusheid van die kwessies wat 'n impak het op dienslewering. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 dienslewering-uitdagings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; • Algehele bewusheid van ontwikkeling in die infrastruktuursektor; • Dra by tot bestuur van die infrastruktuur ooreenkomstig batebestuurbeginsels; en • Voorsien dienste en infrastruktuur ooreenkomstig die GOP.

		regering van toepassing is in die spesifieke funksionele gebied toe; en		se uitdagings in die lewering van munisipale dienste.	
<p>3. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.</p>	<ul style="list-style-type: none"> Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> 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 standaard en regulasies. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Monitor projekte en programme; Kontroleer teen standaard en regulasies en teken dokumente af; en Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Bestuur nakoming van ingenieurstandaarde ten opsigte van projekte en programme.
Funksionele bevoegdhede					
<p>1. Ontwerp</p> <p>Die vermoë om infrastruktuur te ontwerp ooreenkomstig ingenieurskodes en -standaarde en met gepaste inagneming van operasionele vereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.</p>	<ul style="list-style-type: none"> Neem onder toesig deel aan die ontwerp van infrastrukturelemente 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Kontroleer ontwerpe en detailtekening van junior ingenieurspersoneel; Ontwerp breed gedefinieerde ingenieursinfrastruktuur en prosesse; Skakel met kliëntdepartemente oor ontwerpsspesifikasies; Teken ontwerpe en tekeninge vir breed gedefinieerde projekte af; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<p>uitvoerbaarheid te steun; en</p> <ul style="list-style-type: none"> • Neem onder toesig deel aan die samestelling van tender- en kontrakdokumente vir infrastruktuur. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Soek raad met komplekse ingenieursprobleme en nuwe tegnologieë; • Keur kontrak- en tenderdokumente goed; • Neem die gepastheid van ingenieursoplossings in die konteks van gemeenskapsbehoefes in ag; en • Gebruik gepaste tegnologieë om aan gemeenskapsbehoefes te voldoen. 	<p>goed en inisieer metodes om doeltreffendheid te verbeter;</p> <ul style="list-style-type: none"> • 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. 	<p>infrastruktuurbeheerbestuurplan bestaan;</p> <ul style="list-style-type: none"> • 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, lewensiklus koste en O&M-begroting soos geïnisieer deur die ingenieur.
<p>2. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Neem deel aan toegewese take tot die ooreengekome standarde (handel werk in die omvang van die opdrag af); • As 'n terreinagent op projekte geplaas; • Verseker ontwerpnamaking van breed gedefinieerde aktiwiteite, vordering en besteding in die begroting; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Bestuur interne projekte volgens die ooreengekome standarde; • Volg vordering en gehalte en doen verslag aan projekbestuurder; • Volg besteding, stel sertifikate saam en dien dit by projekbestuurder in vir goedkeuring; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Beplan en wys hulpbronne toe aan projekte vir interne werk; • Bestuur die konstruksie, opknapping of vervanging van infrastruktuur dienste; • Verseker projeknamaking van EPWP-beleid en verseker gebruik van 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur multidisiplinêre projekte en programme; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bestuur aanbodkettingsaktiwiteite en verseker nakoming van aanbodkettingsbeleid en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; • Inisieer, ontwikkel en beplan veeljaarprojekte; • Gee spesialis- tegniiese 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

	<ul style="list-style-type: none"> • Doen aanbevelings oor wysiging en gebeurlikhede en soek goedkeuring. 	<ul style="list-style-type: none"> • Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens skedule voltooi word; en • Kan projek binne begroting voltooi. 	<p>arbeidsintensiewe konstruksiemetodes;</p> <ul style="list-style-type: none"> • Evalueer en gee insette tydens beoordeling van tenders; • Monitor bereiking van SPG's en algemene nakoming van toelaesvoorwaardes soos BG- en V-plan; • Bestuur etlike projekte volgens ooreengekome standarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; en • Bestuur etlike begrotings. 	<p>tenderverkrygingsproesse;</p> <ul style="list-style-type: none"> • 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. 	<p>kontrakte en doen aanbevelings aan die ingenieur vir die beëindiging van projekte weens nienakoming van omvang en kontrak.</p>
<p>3. Konstruksie</p> <p>Kennis van konstruksie en onderhoudsprosesse, Monitor nakoming van ontwerp spesifikasies, gesondheids- en veiligheidsregulasies; en</p> <p>Kommunikeer in gepaste styl onder toesig van konstruksiepersoneel.</p>	<ul style="list-style-type: none"> • Het kennis van konstruksie- en onderhoudsprosesse; • Fasiliteer en monitor omvang-/tyd-/gehalte-/kosteveranderings-goedkeuring deur samstelling en aanstuur van die nodige aansoeke na die senior ingenieur; • Bestuur die konstruksie van interne projekte; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Ken hulpbronne toe (arbeid, materiaal, toerusting) om gewenste oogmerke te bereik; • Gebruik goeiddunke in situasies van afwyking van ontwerpnaames; • Identifiseer en implementeer regstellende optrede; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Hersien en keur die konstruksieprogramme van kontrakteurs goed; • Bestuur projekbegrotings en -roosters; • Onderhandel met klientdepartemente en belanghebbendes; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; • Uitvoerige kennis van kontrakvoorwaardes en tendervorms; • Ontwikkel en implementeer projekmagtigings; • Inisieer konstruksieprojekte; • Skeduleer kontrakte en mylpale;

	<ul style="list-style-type: none"> • Fasiliteer samestelling van opdragte vir projekte; en • Fasiliteer samestelling van sakeplan (SP) of registrasievorm. 	<ul style="list-style-type: none"> • Hou toesig oor en bestuur projekte van medium grootte; • Bevestig projekverslae; en • Evalueer en gee insette tydens beoordeling van tenders. 	<ul style="list-style-type: none"> • Skakel met Kliëntdepartemente en kontrakteurs; • Bestuur projekbegrotings en roosters doeltreffend; en • Skakel doeltreffend met eksterne owerhede en ander belanghebbendes oor projekspesifieke sake. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Ontwikkel en ontwerp wysigings en gebeurlikhede; • Geskil- en konfliktplossing; en • Indiensneming en bestuur behoud.
<p>4. Bedryf en onderhoud</p> <p>Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om daardie begrip in die bedryfsgewing toe te pas.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Pas ingenieurskennis, -vaardighede en ondervinding toe om infrastruktuur in diens te stel; • Bestuur junior ingenieurspersoneel; • Verstaan en pas ingenieurskennis, -vaardighede en -ondervinding in 'n spesifieke dienslewering toe; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Bestuur etlike onderhoudspanne en depots; • Verstaan risiko en rig die bestuur van risiko; • Bestuur aanbodkettingsaktiwiteite en verseker nakoming van aanbodkettingsprosesse; • Neem bedryfsimplikasies op 'n 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; • Bestuur klein tot medium bedryfs- en onderhoudsdepartement 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

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Dra by tot die konstruksie, opknapping of vervanging van infrastruktuurdienste wat uiteraard breed gedefinieer is om aan te pas by die standaard, 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 vervangingstrategieë identifiseer. 	<ul style="list-style-type: none"> • 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 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. 	<p>munisipaliteitwye grondslag in ag, beplan en bestuur departementele hulpbronne;</p> <ul style="list-style-type: none"> • 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 diensleweringssake; en • Onderneem langtermynbeplanning en voorspelling van infrastruktuurvereistes. 	<p>'n impak kan hê op die werking van 'n diensleweringskomponent;</p> <ul style="list-style-type: none"> • 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 oorhandigingsinspeksies, die samestelling van foutlyste en uitreiking van voltooiingsertifikaat.
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Openbare diens oriëntering					
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Sensitief vir hoe mense en organisasies funksioneer.
<p>2. Dienslewings-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortreflikheid; en • Kom verbintenis en belofte oor die onderneming van take na e n hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Praat doeltreffend met die media oor dienslewingsake; en • Het 'n waardering en begrip vir die dienslewingsimperatief en die eise daarvan op staatsamptenare. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Het 'n begrip en waardering vir die dienslewingsimperatief en die eise daarvan op staatsamptenare.
<p>3. Kommunikasie</p> <p>Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en op gepaste</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunt oopspunte oor; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Skakel en/of onderhandel met plaaslike gemeenskappe,

wyse te reageer op verbale en skriftelike kommunikasie van ander.	<ul style="list-style-type: none"> Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> Pas inhoud van kommunikasie aan by die gehoor; Gebruik terminologie wat gepas is vir die gehoor; en Struktureer skriftelike dokumente in 'n logiese raamwerk. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, belangegroeppe, ontwikkelaars, unies, plaaslike en internasionale befonders, 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Entoesiasies om nuwe projekte te bestuur; Aanvaar nuwe uitdagings; Druk ander om by spertye te bly Behou en ontwikkel kontak met ander. 	<ul style="list-style-type: none"> 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 begrotings-toewysing; en Tree op indien doelwitte/oogmerke nie bereik word nie. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Daarop gefokus om seker te maak dat strategie- en program-/projekuitkomstebereik word.
2. Volharding	<ul style="list-style-type: none"> Aanvaar kritiek oor prestasie gemoedelik 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en

<p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<p>en handhaaf werkstandaarde;</p> <ul style="list-style-type: none"> • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak. 	<ul style="list-style-type: none"> • Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Staen verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer. 	<ul style="list-style-type: none"> • 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.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Ondersoek deeglik en oorweeg gevolge en 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; • Dink oorspronklik; en • Openbaar insig wat ander nie het nie.

			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.	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 korrupsie en oneerlike gedrag. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Motiveer en inspireer ander; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou steun en projekteer gesag en geloofwaardigheid.

ander te wek en ander doeltreffend te beïnvloed.			<p>aantal tegnieke te gebruik;</p> <ul style="list-style-type: none"> • Kan ander oortuig, oorreed en beïnvloed; en • Beïnvloed senior bestuur doeltreffend. 	<ul style="list-style-type: none"> • Gebruik invloed om oogmerke te bereik. 	
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • 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 bemaglig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Bou spannees en samehorigheid oor funksiegrense in die onderskeie departemente.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Kan die direkteoraat 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
<p>5. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë en ondergeskiktes; • Artikuleer take en verwagtinge en stel 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Diagnoseer prestasieprobleme en stel gepaste 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Moedig selfvertroue aan en laat personeel toe 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Mentor deur voldoende tyd en inspanning te wy aan berading en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Bestuur talentaanrekkling, integrasie, ontwikkeling

<p>ondergeskiktes te assesseer en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<p>realistiese standaard; en</p> <ul style="list-style-type: none"> • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees. 	<p>ontwikkelingsingrypings in om by die persoon se leerstyl te pas;</p> <ul style="list-style-type: none"> • 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. 	<p>om foute te maak en daaruit te leer;</p> <ul style="list-style-type: none"> • 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. 	<p>afrigting van ondergeskiktes en ondergeskikte leiers</p> <ul style="list-style-type: none"> • Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreels 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. 	<p>en behoud deur aktiewe pogings van kennisoordrag en afrigting.</p>
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OMGEWINGSGESONDHEID: BEVOEGDHEIDSRAMWERK VIR LUGGEHALTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Luggehaltebeampte Omgewingsgesondheidspraktisyn: Luggehalte Senior omgewingsgesondheidspraktisyn: Luggehalte 	<ul style="list-style-type: none"> Funksiehoof: Luggehalte Senior luggehaltebeampte Senior omgewingsgesondheidsbeampte: Luggehalte Senior omgewingsgesondheidspraktisyn: Luggehalte 	<ul style="list-style-type: none"> Adjunkdirekteur: Luggehaltemonitoring en onderhoud (plaaslike regering) Eerste omgewingsgesondheidsbeampte: Luggehalte Streek-luggehaltebeampte 	<ul style="list-style-type: none"> Direkteur: Luggehaltemonitoring en instandhouding (plaaslike regering) Bestuurder (hoof): Luggehaltebestuur Bestuurder (hoof): Gespesialiseerde omgewingsgesondheid Hoof: Omgewingsgesondheid gespesialiseerde dienste
KENNIS EN OMVANG VAN WERK	Kennis van: <ul style="list-style-type: none"> 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 Emissielisensieringstelsel; en Nasionale Atmosferiese Emissie-inventarisstelsel. Luggehaltepraktisyns moet die volgende verstaan/begrip hê van: <ul style="list-style-type: none"> Die basiese beginsels van openbare en die interdisiplinêre 	Kennis, interpretasie en toepassing van: <ul style="list-style-type: none"> 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 Emissielisensieringstelsel. Nasionale Atmosferiese Emissie-inventarisstelsel. Wet op Gesondheid 63 van 1977; en Wet op Voorkoming van Lugbesoedeling van 1965. 	Kennis, interpretasie en toepassing van: <ul style="list-style-type: none"> 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 Emissielisensieringstelsel. Nasionale Atmosferiese Emissie-inventarisstelsel. Wet op Gesondheid 63 van 1977; en Wet op Voorkoming van Lugbesoedeling van 1965. 	Kennis, interpretasie en toepassing van: <ul style="list-style-type: none"> 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 Emissielisensieringstelsel. Nasionale Atmosferiese Emissie-inventarisstelsel. Wet op Gesondheid 63 van 1977; en Wet op Voorkoming van Lugbesoedeling van 1965.

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	<p>aard van omgewingsbeskerming en omgewingsgesondheid:</p> <ul style="list-style-type: none"> • Omgewingsbeskerming en omgewingsgesondheidsbeginsels en -praktyke; • Omgewingsimpakassessering- (OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Vestiging en onderhoud van plaaslike emissie-inventarisasie • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word. 	<p>Luggehaltepraktisyns moet die volgende verstaan/begrip hê van:</p> <ul style="list-style-type: none"> • Die basiese beginsels van openbare en die interdisiplinêre aard van omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidsbeginsels en -praktyke; • Omgewingsimpakassessering- (OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Vestiging en onderhoud van plaaslike emissie-inventarisasie; • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word. 	<p>Luggehaltepraktisyns moet die volgende verstaan/begrip hê van:</p> <ul style="list-style-type: none"> • Die basiese beginsels van openbare en die interdisiplinêre aard van omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidsbeginsels en -praktyke; • Omgewingsimpakassessering- (OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Toesig oor implementering en onderhoud van emissie-inventarisasie; • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word. 	<p>Luggehaltepraktisyns moet die volgende verstaan/begrip hê van:</p> <ul style="list-style-type: none"> • Die basiese beginsels van openbare en die interdisiplinêre aard van omgewingsbeskerming en omgewingsgesondheid; • Omgewingsbeskerming en omgewingsgesondheidsbeginsels en -praktyke; • Omgewingsimpakassessering- (OIA-)regulasies en -praktyke; • Atmosferiese verspreidingsmodelle; • Bestuur van emissie-inventarisasie; • Basiese regeringsfunksies; en • Wees sensitief vir die verskillende kulture wat in die munisipaliteit aangetref word.
ONDERVINDING	<ul style="list-style-type: none"> • 2-5 jaar in die verwante veld van luggehaltebestuur/ klimaatverandering/volhoubare energie en omgewingsgesondheid/bestuur. 	<ul style="list-style-type: none"> • 5-8 jaar in die verwante veld van luggehaltebestuur/ klimaatverandering/volhoubare energie en omgewingsgesondheid/bestuur met twee (2) jaar op toesighoudende vlak. 	<ul style="list-style-type: none"> • 8 jaar of meer in die verwante veld van luggehaltebestuur/ klimaatverandering/volhoubare energie en omgewingsgesondheid/bestuur met drie (3) jaar op toesighoudende vlak. 	<ul style="list-style-type: none"> • 8 jaar of meer in die verwante veld van luggehaltebestuur/ klimaatverandering/volhoubare energie en omgewingsgesondheid/bestuur met vier (4) jaar op toesighoudende vlak.
KWALIFIKASIE	<ul style="list-style-type: none"> • Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik in omgewingswetenskap/omgewingsgesondheid/omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeampesertifikaat; • Gesertifiseerde omgewingsbestuurinspekteur; 	<ul style="list-style-type: none"> • Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik 'n BTech: Omgewingswetenskap/ Omgewingsgesondheid/ Omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeampesertifikaat; 	<ul style="list-style-type: none"> • Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik 'n BTech: Omgewingswetenskap/ Omgewingsgesondheid/ Omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeampesertifikaat; 	<ul style="list-style-type: none"> • Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik 'n BTech: Omgewingswetenskap/ Omgewingsgesondheid/ Omgewingsbestuur/ander verwante kwalifikasie; • Vredesbeampesertifikaat;

	<ul style="list-style-type: none"> Geregistreer by 'n toepaslike professionele liggaam; Kode EB-rybewys; en Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> Gesertifiseerde omgewingsbestuurinspekteur; Geregistreer by 'n toepaslike professionele liggaam; Kode EB-rybewys; en Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> Gesertifiseerde omgewingsbestuurinspekteur; Geregistreer by 'n toepaslike professionele liggaam; Kode EB-rybewys; en Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> Gesertifiseerde omgewingsbestuurinspekteur; Geregistreer by 'n toepaslike professionele liggaam; Kode EB-rybewys; en Rekenaargeletterdheid MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdhede				
<p>1. Organisasoriese bewustheid</p> <p>Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van besluite op die gemeenskap en die funksionering van die departement.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 diensleweringuitdagings. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.
<p>2. Projekbestuur</p> <p>Vermoë om eie take en ander se take te</p>	<ul style="list-style-type: none"> Bestuur die toegewese take tot die ooreengekome standarde en hou by spertye; Gebruik tyd doeltreffend en bly gefokus – word nie maklik afgelei nie; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Bestuur hulpbronne in funksie om projekoogmerke te bereik; Stel hoë prestasiestandaarde aan self en ander; Volg prosedures akkuraat; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Beplan, organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Beplan, organiseer, prioritiseer en skeduleer take sodat hulle uitgevoer kan word binne die begroting en met

<p>beplan, te koördineer en te beheer om projekte en take by die vereiste spesifikasie en binne die begroting en rooster te lewer.</p>	<ul style="list-style-type: none"> • Prioritiseer aktiwiteite doeltreffend om seker te maak dat take volgens rooster voltooi word; en • Maak seker dat werk akkuraat en volledig is. 	<ul style="list-style-type: none"> • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na. 	<p>doeltreffende gebruik van tyd en hulpbronne – op funksievlak;</p> <ul style="list-style-type: none"> • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligdigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiele probleme. 	<p>doeltreffende gebruik van tyd en hulpbronne – op funksievlak;</p> <ul style="list-style-type: none"> • Meet vordering en monitor prestasie en resultate; • Aanvaar verantwoordelikheid en verantwoordingspligdigheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiele probleme.
<p>3. Finansiële bestuur</p> <p>Dryf optimalisering van finansiële bestuur van die munisipaliteit deur die gebruik van standaardwerk prosedure.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 kontantvloei voorspellings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Ontwikkel begrotingsvereistes vir omgewingsgesondheid; • Magtig en monitor begrotingsbesteding; • Goed vertrouwd met en pas aanbodkettingbeïnvloedingsbeleid en -beginsels toe; • Goed vertrouwd met die toepassing van die Wet op Munisipale Finansiële Bestuur; en • Verstaan en evalueer finansiële implikasies van voorstelle.

			<p>dat begroting in lyn is met finansiële hulpbronne.</p> <ul style="list-style-type: none"> • Bevorder nakoming van goeie finansiële bestuurstandaarde, beleid en praktyke; en • Identifiseer en reageer op onreëlmatige besteding en ander verliese wat 'n misdaad kan uitmaak. 	
<p>4. Beplanning en organisering</p> <p>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</p>	<ul style="list-style-type: none"> • 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 kwartaaliks en jaarliks. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1, plus; • Omskep oogmerke in spesifieke planne; • Stel korttermyn- en langertermynsakeplanne en -doelwitte vas en wentel dit af na die werkspan en individuele werkprestasie-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 potensieële probleme; en • Help ander om hul werk te beplan en te organiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2, plus; • Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klient 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 langtermynbehoefes vir die munisipaliteit.

die werk te bereik.				
Funksionele bevoegdhe				
<p>1. Strategie-ontwikkeling en -implementering</p> <p>Vermoë om langtermyn-beplanning te doen en die verwagte aktiwiteite uit te voer.</p>	<ul style="list-style-type: none"> • Implementeer die luggehaltebestuurplan; • Fasiliteer ontwikkeling van veranderingsstrategie oor volhoubare energie en klimaatsverandering; • Ontwikkel omgewingsmoniteringsstrategieë om lugbesoedeling te versag of te verminder; en • Neem gepaste werksmetodes, -stelsels en -prosesse aan om eenheidsdoelwitte te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1, plus; • Ontwikkel die luggehaltebestuurplan; • Bestuur die ontwikkeling van multidissiplinêre en oorleuelende 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2, plus; • Ontwikkel beleid en strategieë vir luggehaltebestuur; • Gaan luggehaltebestuurplan na en implementeer dit en ander strategieë; en • Bevorder vermindering van kweekhuisgasse en osoonvernietigende stowwe. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>2. Bestuur van belanghebbendes</p> <p>Bestuur die koppelvlak en verhouding met belanghebbendes om bereiking van oogmerke te steun.</p>	<ul style="list-style-type: none"> • 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 behulpsume eerste kontakpunt vir belanghebbendes; en • Leer uit terugvoer om persoonlike diens aan ander te verbeter. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vorige vlakke, plus; • Verstaan diverse behoeftes van belanghebbendes en pas dit dienoreenkomsig aan by spanleweringprodukte; • Spoor spanlede aan om eerste aan kliente 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

		<ul style="list-style-type: none"> Reageer generies op behoeftes van belanghebbendes, ongeag verskillende behoeftes van belanghebbendes. 		dat die munisipaliteit werk van goeie gehalte lewer.
3. Luggehaltebestuur Die vermoë om wetgewings-vereistes en nakomings-aangeleenthede te bestuur ten opsigte van luggehalte.	<ul style="list-style-type: none"> 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; Onderzoek en reageer op klagtes en stel verslae saam; Stel 'n databasis van luggehalteklagtes saam en hou dit in stand; en Onderzoek noodvoorvalle soos gedefinieer in NEMA. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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). 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 klantklagtes; Ontwerp en ontwikkel volhoubare inkomstestrome vir luggehaltelisansies en bestuur inkomste; en Beveel goedkeuring van afgehandelde noodondersoeke aan. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3, plus; Keur atmosferiese emissielisensie- en permitaansoeke goed; Verseker oplossing van komplekse kliente- of klantklagtes; Bestuur en monitor die klagtebestuursproses en -stelsel; Monitor en evalueer volhoubare inkomstestrome vir luggehaltelisansies; en Goedkeuring van noodvoorvalondersoeke.
4. Navorsing Vermoë om toepaslike inligting uit verskillende bronne na te gaan en te bestudeer om nuwe inligting te ontwikkel.	<ul style="list-style-type: none"> Verkry inligting oor alle aspekte van luggehalte; en Interpreteer luggehalte data. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1, plus; Bestuur die omgewingstendensontledings-proses; en Dra navorsingsbevindinge aan die span oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlakke, plus; Doen navorsing oor toepaslike wetgewende instrumente en huidige stand van sake; en Artikuleer die navorsingsbevindinge aan span en belanghebbendes. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlakke; en Pas beste praktyke toe om luggehalte vir die munisipaliteit te verbeter.
5. Nakoming en toepassing Die vermoë om prosesse te	<ul style="list-style-type: none"> Onderneem nakoming en toepassingsondersoeke ingevolge a31 van NEMA; Stel nakomingskenningsgewings op; Bedien statutêre kennisgewings en aankondigings om spesifieke 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1, plus; Stel luggehaltestandaarde saam; Stel luggehalteverordeninge saam; Onderzoek luggehaltestandaardoorheersing; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2, plus; Ontwikkel jaarlikse implementeringsplan vir die nakoming en toepassingstrategie; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3, plus; Ontwikkel nakomings- en toepassingstrategie om nakoming van Wet op Luggehalte en regulasies te verseker;

<p>volg, ondersoek af te handel en nakomings-kennisgewings en dokumentasie voort te bring om toepassing van toepaslike wetgewing te verseker.</p>	<p>opeenvolgings reg te stel om nakoming te bewerkstellig;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Onderneem terreinbesoeke by nywerhede wat om perмите aansoek doen; en • Monitor vlak van nakoming van omringende luggehalte. 	<ul style="list-style-type: none"> • 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 ondersoek en doen opvolg oor klagtes oor luggehalte en omringende geraas. 	<ul style="list-style-type: none"> • Goedkeuring van nakomings en toepassingskennisgewings; en • Monitors implementering en nakoming en toepassingstrategie.
Bevoegdhe ten opsigte van openbaardiensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met ander binne en buite stad te vestig en te onderhou.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Pas kommunikasie-inhoud en -styl aan by die gehoor wat insluit dat liggaamstaal doeltreffend beheer word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2, plus; • Ontwikkel 'n goed gedefinieerde kommunikasiestrategie; • Balanseer politieke oopvante 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>3. Dienslewingsoriëntering</p> <p>Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2, plus; • Verstaan en artikuleer gemeenskapsbehoefes 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3, plus; • Identifiseer die behoefte vir artikel 78-ondersoeke ingevolge die Wet op Munisipale Stelsels (assesseer voortdurend die doeltreffendheid van dienslewingsmodelle); • Identifiseer innoverende dienslewingsopsies vir die munisipaliteit; • Maak seker dienslewingsmeganismes is innoverend en kom die Wet op Munisipale Stelsels en die Wet op

prosesse om munisipale doelwitte te bereik.			uiteengesette standaarde in die SLA's voldoen en hulle inspireer om diensstandaarde te verbeter; en	Munisipale Finansiële Bestuur ten volle na: en
<p>4. Klantoriëntering en kliante-fokus</p> <p>Verstaan die diensbehoefte s van kliënte/kliante (intern en ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor verwagtinge en monitor kliëntevredeneid; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1, plus; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredeneidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokuste uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2, plus; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar. 	<ul style="list-style-type: none"> • Konsulteer en gebruik internasionale beste praktyke oor diensleweringsinnovering.
Persoonlike bevoegdhe				
<p>1. Onderhandelingsvermoëns</p> <p>Oorreed ander, bou konsensus deur gee en neem; verkry samewerking</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 onderhandelingsmipunte en uitkomstes; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3, plus; • Assesseer die reaksie van kernspelers en pas redenasies dienoreenkomstig aan; • Skep 'n visie van die toekoms waarmee ander kan saamstem en wat hulle aantreklik vind; • Onderhandel oor suksesvolle uitkomstes met belanghebbendes,

van ander om inligting te verkry en doelwitte te bereik.		<ul style="list-style-type: none"> • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is. 	<ul style="list-style-type: none"> • 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. 	<p>verkry hul steun om organisatoriese oogmerke te bereik;</p> <ul style="list-style-type: none"> • Identifiseer die werklike magsbasis in ander organisasies as 'n uitgangspunt vir onderhandeling; en • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.
<p>2. Aksie- en uitkomst-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bestuur die bereiking van doelwitte en oogmerke.
<p>3. Volharding</p> <p>Die vermoë om konstruktief op</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Bly kalm en gefokus onder druk; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat

druk/ spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	<ul style="list-style-type: none"> • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • 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. 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.	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
5. Kognitiewe vermoë	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; • Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

		<ul style="list-style-type: none"> • Herken oorsake en gevolge van aksies en voorvalle wat nie duidelik sigbaar is nie; en • Verwag en dink vooruit oor volgende stappe. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Kom tot goeie gevolgtrekkings gebaseer op mengsel van ontleding en ondervinding.
<p>6. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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-/leierskapsbevoegdheidsvlakke				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor; • Dwing respek by eweknieë en ondergeskiktes af; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke uit vorige vlakke, plus; • Motiveer ondergeskiktes om take en missies uit te voer; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke uit vorige vlakke, plus; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke uit vorige vlakke, plus; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid;

<p>ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Oortuig uitvoerende gesag van oopunte of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> 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. 	<p>instemming of aanvaarding van voorstelle te bereik;</p> <ul style="list-style-type: none"> Konfronteer en korrigeer ander taktvol wanneer nodig; Openbaar kalmte tydens teespoed; en Word gevra om konflik en verskille op te los. 	<ul style="list-style-type: none"> 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.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; Kan saam met 'n multidisiplinêre 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlakke, plus; Soek 'n geïntegreerde benadering tot dienslewering in ander munisipale funksies; en Probeer sinergieë benut wat moontlik met ander direktorate bestaan.
<p>3. Afrigting en mentorskap</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë en spanlede; Artikuleer take en verwagtinge duidelik en stel realistiese standaarde; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlak, plus; Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlakke, plus; Mentor deur voldoende tyd en inspanning te wy aan berading en 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlakke, plus; Formuleer en implementeer gepaste beleid om personeelontwikkeling te steun;

<p>Die vermoë om vaardighede, prestasie en potensiaal van spanlede te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> 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. 	<p>in om by die persoon se leerstyl te pas;</p> <ul style="list-style-type: none"> 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. 	<p>afrigting van ondergeskiktes en ondergeskikte leiers;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Rigting-bepaling</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vorige vlakke, plus; Gee raad en leiding oor beleid; Tree beslissings 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 hulpbronne te ondersoek en impak van projekte op daaglikse aktiwiteite te assesser; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vorige vlakke, plus; Begryp en artikuleer die groot prentjies en die implikasies daarvan; Behou 'n duidelike fokus op langtermyn doelwitte 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.

			<ul style="list-style-type: none"> • Monitor beleidsimplementering en stel prosedures in om risiko's te bestuur. 	
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OMGEWINGSGESONDHEID

VLAkke	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> • Assistent-omgewingsgesondheids-praktisyn: 	<ul style="list-style-type: none"> • Omgewingsgesondheids-praktisyn 	<ul style="list-style-type: none"> • Operasionele bestuurder omgewingsgesondheid • Eerste omgewingsgesondheids-deskundige • Senior omgewingsgesondheids-praktisyn 	<ul style="list-style-type: none"> • Bestuurder: Omgewingsgesondheid • Hoof: Omgewingsgesondheid
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; • Voedselhygiënebeheer- en ouditeringsstelsels soos HACCAP; en 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Projekbestuurbeginsels; • Voedselhygiënebeheer- en ouditeringstelsels soos HACCAP; en • Interpretasie van laboratoriumresultate wat tot kos- en watermonsters lei. 	<ul style="list-style-type: none"> • Interpretasie van laboratoriumresultate wat tot kos- en watermonsters lei. 	<p>verband hou in gemeenskappe versprei word;</p> <ul style="list-style-type: none"> • Voedselhygiënebeheer- en ouditeringstelsels soos HACCAP; • Het ondervinding in interpretasie van laboratoriumresultate wat tot voedsel- en watermonsters lei; en • Ontwikkeling van omgewingsgesondeheidsbeleid en verordeningwetgewing;
ONDERVINDING	<ul style="list-style-type: none"> • 0-2 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding nodig • Welike vereistes: 1 jaar minimum gemeenskapsdiens voltooi 	<ul style="list-style-type: none"> • Tussen 5-8 jaar toepaslike ondervinding nodig • Minimum 2-3 jaar ondervinding as toesighouer 	<ul style="list-style-type: none"> • 8 jaar of meer toepaslike ondervinding nodig • Minimum van 3 jaar bestuursondervinding
KWALIFIKASIE	<ul style="list-style-type: none"> • 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma of BTech-graad in omgewingsgesondeheid; • Registrasie by die Suid-Afrikaanse Raad vir Gesondeheidsberoepes as 'n assistent-omgewingsgesondeheidspraktisyn; 	<ul style="list-style-type: none"> • 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma of BTech-graad in omgewingsgesondeheid; • Registrasie as 'n omgewingsgesondeheidspraktisyn by die Suid-Afrikaanse Raad vir Gesondeheidsberoepes vir onafhanklike praktyk; 	<ul style="list-style-type: none"> • 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n BTech-graad in omgewingsgesondeheid; • Registrasie as 'n omgewingsgesondeheidspraktisyn by die Suid-Afrikaanse Raad vir Gesondeheidsberoepes vir onafhanklike praktyk; • Vredesbeampte: Registrasie by Departement van Landbou indien van toepassing; 	<ul style="list-style-type: none"> • 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n BTech-graad in omgewingsgesondeheid; • Registrasie as 'n omgewingsgesondeheidspraktisyn by die Suid-Afrikaanse Raad vir Gesondeheidsberoepes vir onafhanklike praktyk;

	<ul style="list-style-type: none"> • Plaagbeheer: Registrasie by Departement van Landbou indien funksie deur 'n plaaslike owerheid uitgevoer word; • Rybewys: EB; en • Rekenaargeletterheid: MS Office. 	<ul style="list-style-type: none"> • Vredesbeampte: Registrasie by Departement van Landbou indien van toepassing; • Rybewys: EB; en • Rekenaargeletterheid: MS Office. 	<ul style="list-style-type: none"> • Rybewys: EB; en • Rekenaargeletterheid: MS Office. 	<ul style="list-style-type: none"> • Vredesbeampte: Registrasie by Departement van Landbou indien van toepassing; • Rybewys: EB; en • Rekenaargeletterheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdhede				
<p>1. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Gebruik doeltreffende kommunikasievaardighede insluitende skriftelike, verbale, nieverbale en luistervaardighede; • Gebruik kultureel gepaste kommunikasiemetodes en - tegnieke vir spesifieke groepe en situasies; en • Doen voorleggings oor gesondheidsbevorderingsprogramme vir verskillende belanghebbendes. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Konsolideer kwartaalike 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. 	<ul style="list-style-type: none"> • 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 • Bemerk en bevorder die munisipaliteit aan eksterne belanghebbendes.

		<ul style="list-style-type: none"> • Gebruik interpersoonlike kommunikasie en groepwerkvaardighede om individue, groepe, gemeenskappe en organisasies te fasiliteer om gesondheid te verbeter en gesondheidsongelykhede te verminder. 		
<p>2. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike munisipale standaarde te verseker.</p>	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>3. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Beplan take daaglik 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2. • Beplan take maandeliks; • Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 vennootskapsoreenkomste wat uitkomstes waar albei

				<p>kante wen vir alle partye verseker; en</p> <ul style="list-style-type: none"> • Interpreteer GOP en beplanningsinisiatiewe in spesifieke projekvereistes.
<p>4. Konseptuele denke</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies en toon kreatiwiteit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>5. Evaluasie en navorsing</p> <p>Gebruik van gepaste evaluasie- en navorsingsmetodes in samewerking met belanghebbendes om die uitkomst, impak en doeltreffendheid van omgewingsgesondheidsaksie te bepaal.</p>	<ul style="list-style-type: none"> • Identifiseer en gebruik gepaste omgewingsgesondheids- en evaluasieinstrumente; • Integreer evaluasie in die beplanning en implementering van alle gesondheidsbevorderingsaksies; en • Gebruik evaluasiebevindings om omgewingsgesondheidsbedrywighede te verfyn en te verbeter. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Interpreteer navorsingsbevindinge vir die span. • Fasiliteer die evaluasieproses; • Gebruik navorsing en getuigenisgebaseerde strategieë om praktyk te beïnvloed; en • Dra by tot die ontwikkelings en verspreiding van gesondheidsbevorderingsvaluasie- en -navorsingsprosesse. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Ontleed navorsingsbevindinge en doen aanbevelings vir verbetering; • Doen tendensontleding om nuwe strategieë te beïnvloed; en • Artikuleer die navorsingsbevindinge aan span en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Verseker implementering van nuwe strategieë gegrond op navorsingsuitkomst.
<p>6. Inligtingsbestuur</p> <p>Openbaar 'n vermoë om inligting wat betrekking het</p>	<ul style="list-style-type: none"> • Spoor inligting op en verpak die inhoud soos vereis; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3;

op omgewingsgesondheid te versamel, te hersien en te ontlee, tendense te identifiseer en daaroor verslag te doen aan alle belanghebbendes.	<ul style="list-style-type: none"> Lê data akkuraat vas, kontroleer vir akkuraatheid. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Fasiliteer die versameling, samestelling en ontleding van omgewingsgesondheidsinligting; 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, kwartaalike en jaarlikse verslae saam en ondersoek dit. 	<ul style="list-style-type: none"> Ontwikkel en bestuur 'n omgewingsgesondheidsinligtingstelsel; 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 bevoegdhe				
1. Ontledingsvaardighede Vermoë om patrone te identifiseer in situasies wat ooglopend onverwag is, en kern- of onderliggende sake in komplekse situasies te identifiseer.	<ul style="list-style-type: none"> Onderskei tussen kritieke en ontoepaslike inligting onder leiding van die omgewingsgesondheidspraktisyn. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 stelling 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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	<ul style="list-style-type: none"> Steun en identifiseer geleenthede om nakoming 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Inisieer en koördineer gemeenskapsbetrokkenheid; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Beveel die insluiting van gesondheidsbevorderingsfokusareas 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Voorsien konseptuele leierskap vir die departement

<p>Vermoë om munisipale gesondheidsdienste te bevorder.</p>	<p>van omgewingsgesondheidsstandaarde aan te beveel; en</p> <ul style="list-style-type: none"> Onderhou 'n funksionerende netwerk van kontakte met 'n verskeidenheid belanghebbendes om 'n beter vlak van omgewingsgesondheid in 'n gemeenskap te bevorder. 	<ul style="list-style-type: none"> Skep doeltreffende omgewingsgesondheidsstrategieë; Dra by tot die uitbreiding van aanbevelingstrategieë deur gehore en reaksies op kommunikasie-middele te identifiseer en te prioritiseer; en Gebruik die geleentheid om materiaal vir omgewingsgesondheidswerk na vore te bring en te versprei. 	<p>in die agenda vir openbare beleid aan:</p> <ul style="list-style-type: none"> Maak gebruik van multidisiplinêre 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. 	<p>se aanbevelingsinisiatiewe en bevorder strategieë in die munisipaliteit;</p> <ul style="list-style-type: none"> Bring sigbaarheid tot en maak besluitnemers sensitief vir toepaslike ontlukende sake; Bou konsensus oor die organisasie se strategiese agenda met vennote by gesamentlike inisiatiewe; Openbaar politieke/kultuurvernuf om tegniese gegronde, feitgebaseerde benaderings/oplossings voor te stel; Voer dialoog met nasionale eweknieë en ander belanghebbendes om omgewingsgesondheidspogings 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 omgewingsgesondheidsverwante sake;
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<p>3. Watermonitering</p> <p>Monitor drinkbare en onspanningswatergehalte.</p>	<ul style="list-style-type: none"> • Versamel watermonsters vir laboratoriumontleding; • Voer ons veldtoetse vir watervoorraad uit; • Doen inspeksies van gemeenskapswatervoorraad; en • Voer opnames uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 watertoeverstelsel; • Verseker monitering van doeltreffende afvalwaterbehandeling en waterbesoedelingbeheer insluitende die versameling, 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Ontwikkel nakomingstrategieë; • Doen nakomingsoudits; en • Koördineer watergehaltemoniteringsaktiwiteite. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur openbare kennisgewingveldtogte oor potensiele onveilige watertoever; en • Monitor, evalueer en doen verslag oor nakoming van drinkbare en onspanningswatergehalte.
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		<p>behandeling en veilige wegdoening van riool en ander watergedrae afval;</p> <ul style="list-style-type: none"> • Voltooi waarneming van die gehalte van oppervlak-, grond-, seewater; en • Beveel behoorlike en veilige watergebruik en afvalwaterwegdoening aan. 		
<p>4. Voedselbeheer</p> <p>Verseker dat voedsel veilig is vir menslike verbruik.</p>	<ul style="list-style-type: none"> • Voorsien basiese gesondheidsopvoedingsprogramme aan bv. voedselhanteerders; • Voer opnames uit oor informele voedselhandel; en • Verstaan die proses vir behoorlike wegdoening van onveilige voedsel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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, lisensiering en sertifisering verwerk word; • Koördineer aksies wat met gevalle van voedselvergiftiging verband hou; • Ontwikkel nakomingstrategie vir voedselveiligheid; • Doen nakomingsoudits; en • Koördineer voedselveiligheidsnakomingsmoniteringsaktiwiteite. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 klantprobleme op.

		<ul style="list-style-type: none"> • Pas voedselgehalte-moniteringsprogramme en -beginsels toe; • Bevorder veilige vleis en vleisprodukte; • Bevorder veilige hantering van melk en melkprodukte; • Reik nakomingsertifikaat uit aan nakomende voedselhanteringspersoneel; en • Verseker aanhouding, inbeslagneming en afkeuring van ongesonde voedsel. 		
<p>5. Afvalbestuur</p> <p>Monitor die gesondheidsuitwerkings van vermorsing.</p>	<ul style="list-style-type: none"> • Betrokkenheid by basiese gesondheidsprogramme ten opsigte van afvalbestuur. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Verseker behoorlike afvalberging, -versameling, -vervoer, -oordragprosessering, -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; • Onderzoek 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Verseker die monitering van afvaldienste, stortingsterreine, oordragstasies, herwinningaanlegte, ens.; • Verseker die monitering en registrasie van skeppers en wegdoeners van mediese afval; • Ontwikkel nakomingstrategieë; • Doen nakomingsoudits; en • Koördineer afvalnakomingsmoniteringsaktiwiteite. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Beplan, ontwikkel, monitor en doen verslag oor afvalbestuuraktiwiteite van 'n omgewingsgesondheidsverwante aspek; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliënte- of klantprobleme op.

		<ul style="list-style-type: none"> • 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. 		
<p>6. Gesondheidsondersoek van perseel</p> <p>Monitor toestande by persele wat 'n uitwerking kan hê op die gesondheidstatus van mense wat daarvan gebruik maak (bv. versorgingsplekke vir kinders, ouetehuse, verblyfinstansies, ens.) en instelling van regstellende optrede ingevolge wetgewing indien nodig.</p>	<ul style="list-style-type: none"> • Steun die omgewingsgesondheids-praktisyn met omgewingsgesondheid-impakassesserings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Doen omgewingsgesondheidimpak-assesserings wat persele vir onbevredigende gesondheidstoestand assesseer; • Monitor alle strukture wat vir residensiele, 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Monitor en bevestig inspeksies van geïnspekteerde persele. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Ontwikkel, monitor en bestuur gesondheidwaarneming van persele-programme; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliente- of klantprobleme op.

		<ul style="list-style-type: none"> • Reik nakomingsertifikate uit soos vereis. 		
<p>7. Bestuur van aansteeklike siektes (behalwe immuniserings)</p> <p>Waarneming en voorkoming van aansteeklike siektes.</p>	<ul style="list-style-type: none"> • Voer ondersoek 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 gemeenskapsgeestesentrums; en • Versamel laboratoriummonsters van gevalle en kontakte van aanmeldbare siektes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Bevorder gesondheids- en higiëne punte om omgewingsiek en verwante aansteeklike siektes te voorkom; en • Versamel, ontleed en versprei epidemiologiese data en inligting. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>8. Omgewingsbesoedelingbestuur</p> <p>Verseker 'n higiëniese werk- en ontspanningsomgewing.</p>	<ul style="list-style-type: none"> • Sien om na klagtes en navrae van die publiek; en • Voer roetine-omgewingsgesondheidsinspeksies uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Identifiseer besoedelstowwe; • Sien om na klagtes en navrae van die publiek; • Voer roetine-omgewingsgesondheidsinspeksies uit; • Identifiseer omgewingsgesondheidsgevaare en voer risikoassesserings uit en karteer dit; • Maak seker dat aandag gegee word aan lugbesoedelingbronne; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Verseker die versagting en voorkoming van grond-, water-, geraas- en lugbesoedelingsake. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 klientprobleme op; en

		<ul style="list-style-type: none"> • Beheer en voorkom geraasbesoedeling; • Beheer en voorkom grondbesoedeling; • Reik nakomingsertifikaat uit waar nodig; en • Pas verwante wetgewing toe. 		<ul style="list-style-type: none"> • Doen verslag oor uitkomstes van besoedelingsbeheerprogramme aan toepaslike belanghebbendes.
<p>9. Wegdoening van die dooies</p> <p>Bestuur van menslike oorskot.</p>	<ul style="list-style-type: none"> • Steun die omgewingsgesondheidspraktisyn in die bestuur van menslike oorskot. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 herbegravnisse of die wegdoening van menslike oorskot; en • Pas toepaslike wetgewing toe. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verseker sertifisering van begrafnisondernemerspersele; en • Hou toesig oor en het algemene beheer oor praktyke vir opgrawings of herbegravnisse. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Reik vereiste sertifikaat uit; • Pas beste praktyke toe om bestuur van menslike oorskot in die munisipaliteit te verbeter; • Bestuur belanghebbendes se verwagtinge; en • Los komplekse kliënte- of klantprobleme op.
<p>10. Gesondheidsbevordering</p> <p>Aanbieding van gesondheidsopvoedkundige programme aan die gemeenskap</p>	<ul style="list-style-type: none"> • Bied die programme aan die gemeenskap. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Ontwikkel die gesondheids- en higiëneprogramme; en • Identifiseer opvoedkundige behoeftes van gemeenskappe. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Koördineer en evalueer gesondheids- en higiëneprogramme om vereiste uitkomstes te verseker. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bestuur die omgewingsgesondheidsopvoedkundige program; en • Soek aktief na vennootskappe in die munisipaliteit, NGO's en privaat sektor om omvang en reikwydte van gesondheidsopvoedingsprogramme te verbreed.

<p>11. Vektorbeheer</p> <p>Toediening van plaagbeheermaatreëls</p>	<ul style="list-style-type: none"> • Implementeer plaagbeheerprosedures; • Identifiseer kernplae wat in die munisipaliteit aangetref word; en • Gebruik en hanteer plaagdoders korrek. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Beveel gepaste plaagbeheermaatreëls aan en motiveer dit; en • Monitor die doeltreffendheid van plaagbeheermaatreëls. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Ontwikkel plaagbeheerprosedures; • Assesseer bedryfsdoeltreffendheid en -effektiwiteit van plaagbeheeraktiwiteite; en • Beveel begroting vir plaagbeheerprogramme aan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Ontwikkel plaagbeheerstrategieë; • Ken begroting toe vir plaagbeheerprogramme en monitor dit; en • Doen verslag oor doeltreffendheid van die program aan toepaslike belanghebbendes.
<p>12. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Bestuur die toegewese take tot die ooreengekome standarde 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Bestuur hulpbronne in funksie om projekdoelwitte te bereik; • Stel hoë prestasiestandarde aan self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Kom begrotingsvereistes na. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 verantwoordingspligtheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiele probleme. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Bestuur verskeie projekte wat munisipale programbestuur steun en in lyn is met kernsakeplanne en die munisipaliteit se GOP.
<p>13. Finansiële bestuur</p> <p>Dryf optimalisering van finansiële bestuur van die munisipaliteit deur die gebruik van standaardwerkprosedure.</p>	<ul style="list-style-type: none"> • Nie op hierdie vlak van toepassing nie. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Koördineer betaling aan diensverskaffers en van die gemeenskappe in items van boetes en ander regstellende maatreëls; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Ontwikkel begrotingsvereistes vir omgewingsgesondheid; • Magtig en monitor begrotingsbesteding; • Pas aanbodkettlingbestuursbeginsels toe;

		nie en doeltreffend gebruik word.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Goed vertrouwd met die toepassing van die Wet op Munisipale Finansiële Bestuur en verwante wetgewing.
Bevoegdhede ten opsigte van openbare diensoriëntering				
<p>1. Dienslewerings-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Is verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Professioneel in interaksie met die algemene publiek en belanghebbendes; en • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer gemeenskapsbehoefes 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die verhouding tussen belanghebbendes en die munisipaliteit.

<p>3. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Moedig insette van ander aan en neem dit in ag. • Openbaar bevoegdhe 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 klientediens te lewer. 	<ul style="list-style-type: none"> • Beding vergunnings sonder om verhoudings te skaad. • Openbaar bevoegdhe uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die kliëntediensvisie te implementeer; • Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltdiens te verseker; • Bepaal die klimaat en skep 'n kultuur om klientgefokusde 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 praktye om kliënte- en klanteinteraksie te verbeter. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 klientediensvisie; • 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 bevoegdhe				
<p>1. Aksie- en uitkoms-oriëntering</p> <p>Openbaring van 'n hoë werksetielik 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

<p>2. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.</p>	<ul style="list-style-type: none"> Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.
<p>3. Volharding</p> <p>Is oop vir verandering en nuwe inligting, pas gou aan by nuwe inligting, veranderende toestande of onverwagte hindernisse.</p>	<ul style="list-style-type: none"> Vergader met span om roosters te wysig en koördineer om alle spanlede te akkommodeer; en Pas personeeltake aan gegrond op terugvoer en werkklasprioriteite. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Gebruk personeel terugvoer om prosesse te vereenvoudig om by sperte te bly; en Wysig projekplan gegrond op insette van personeel en belanghebbendes. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bring hulpbronne weer in lyn om aan veranderende klantebehoefes te beantwoord; en Neem terugvoer in ag terwyl organisatoriese verandering geïmplementeer word. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Pas organisatoriese prioriteite aan namate situasies verander; en Verduidelik doelwitte en inisiatiewe om in lyn te wees met die munisipaliteit se prioriteite.
<p>4. Leeroriëntering</p> <p>Gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bly op hoogte van veranderinge in die bedryf en verseker netwerkgeleenthede; en Bevorder beste praktyk. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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).

<p>5. Integriteit</p> <p>Gedra self op eerlike, regverdig en etiese manier.</p>	<ul style="list-style-type: none"> Bewerkstellig oop en eerlike kommunikasie met werknemers; en Gee aandag aan werknemergedrag op 'n vertroulike en respekvolle manier. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Kommunikeer eerlik met werknemers oor potensiele veranderinge wat die organisasie raak om seker te maak dat personeel regverdig behandel word; en Ondersoek sake en tree regstellend op, soos gepas. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Vestig 'n klimaat van vertroue deur eie foute te erken en verantwoordelike te aanvaar vir eie optrede; en Bespreek potensiele etiese probleme en oortreding met werknemers en reageer gepas.
Bestuurs-/leierskapsbevoegdhe				
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Het 'n duidelike sin van eie en spandoelwitte; Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en Definieer rolle en verantwoordelike vir projekspanlede en dra verwagtinge duidelik oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Implementeer en monitor die diensleeringsplan (DLBIP) sowel as ander verantwoordelike 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Implementeer en monitor die diensleeringsplan (DLBIP) sowel as ander verantwoordelike wat in toepaslike omgewingsgesondheidswetgewing beskryf word; Verstaan en artikuleer die groot prentjie en die implikasies daarvan; Behou 'n duidelike fokus op langtermyn doelwitte 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 Inisieser projekte wat tot die bereiking van langtermyn-

			hulpbrone vereistes te ondersoek en impak van projekte op daaglikse aktiwiteite te assesseer.	strategiese oogmerke van die organisasie lei, en <ul style="list-style-type: none"> • Implementeer 'n prestasiebestuurstelsel om nakoming van dienslewingsplanne te meet.
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en kan ander doeltreffend beïnvloed.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>3. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë en spanlede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Diagnoseer prestasieprobleme en bepaal gepaste ontwikkelingsingrypings om by die omstandighede te pas; • Stel uitdagende take wat die individuele vermoëns en selfvertroue rek; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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

		<p>ondergeskiktes se persoonlike en professionele behoeftes.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Skep aktief ontwikkelingsgeleenthede deur rolle te vorm wat die beste by die behoeftes van bestuurders pas.
<p>4. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Werk doeltreffend saam met mense uit ander departemente/organisasies en kan self in 'n mededingende omgewing bestuur. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 samehörigheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.

FASILITEITSBESTUUR

VLAKKE	1	2	3	4
TIPIESE LOOPBAANSTROOM (Dit is net 'n riglyn en ampstitels is nie hier toe beperk nie.)	<ul style="list-style-type: none"> Tuinier Opsigter Saalopsigter Terreinopsigter Gebou-onderhoudsassistent 	<ul style="list-style-type: none"> Tuinboukundige Gemeenskapsfasiliteits-beampte Superintendent (swembaddens) Bou-onderhoudstoeshouer 	<ul style="list-style-type: none"> Senior tuinboukundige Onderhoudsbeampte Senior superintendent (swembaddens) Bedryfsbeampte Ontspanningsbeampte Sportveldkoördineerder 	<ul style="list-style-type: none"> Bestuurder: Sportfasiliteite Bestuurder: Parke Bestuurder: Gemeenskapsale Bestuurder: Stadionne Rapporteer aan 'n funksionele direkteur of senior bestuurder
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Voer roetine- en basiese funksies uit wat met onderhoud van gemeenskapsfasiliteite verband hou; Werk onafhanklik onder algemene toesig; en Beheer toegang tot die fasiliteit. 	<ul style="list-style-type: none"> 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 meederes 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Verantwoordelik vir bestuur en kort-, medium- en langtermynbeplanning van onderhoudsaktiwiteite, skedulering van werk en hulpbronbeplanning, onderhoud van fasiliteitsrekords; en Stel bedryfs- en kapitaalbegrotings van onderskeie fasiliteite saam en monitor dit.
ONDERVINDING	<ul style="list-style-type: none"> 0-2 jaar ondervinding verkieslik in fasiliteitsonderhoud. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 8 jaar of meer toepaslike ondervinding.

KWALIFIKASIE	<ul style="list-style-type: none"> • Basiese geletterdheid/ Minimum graad 10. 	<ul style="list-style-type: none"> • Graad 12 of 'n toepaslike kwalifikasie ná matriek; en • Basiese rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma in tuinboukunde of verwante kwalifikasies in fasiliteitsbestuur; en • Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> • Toepaslike tersiêre kwalifikasie, verkieslik 'n B-graad toepaslik vir fasiliteitsbestuur/ tuinboukunde; en • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdhede				
<p>1. Bestuur van werk</p> <p>Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk doeltreffend en betyds voltooi word.</p>	<ul style="list-style-type: none"> • Bly gefokus op taak voorhande; • Gebruik tyd doeltreffend en voorkom dat ontoepaslike sake of afleidings werkvlooiing belemmer; en • Handel take betyds af. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 uitgekontraakteerde onderhoudsbestuuraktiwiteite; en • Maak seker dat grondstowwe, toerusting, onderdele en komponente beskikbaar is vir onderhoudsaktiwiteite. 	<ul style="list-style-type: none"> • 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 uitgekontraakteerde onderhoudsbestuuraktiwiteite in lyn is met die onderhoudsbestuurplan.
<p>2. Beplanning en organisering</p>	<ul style="list-style-type: none"> • Beplan take daagliks volgens 'n vasgestelde rooster en voer 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vorige vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3;

<p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en om daardie aktiwiteite volgens plan uit te voer.</p>	<p>dit volgens die prioriteitslys uit; en</p> <ul style="list-style-type: none"> Wysig planne in ooreenstemming met instruksies van toesighouers. 	<ul style="list-style-type: none"> Identifiseer hulpbronde 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 potensiele probleme. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 uitgekontraakteerde onderhoudswerk, neem deel aan verkryging van diensverskaffers, bevestig en affekening van werk en voltooi werkkarte vir betaling van diensverskaffers.
Funksionele bevoegdhe				
<p>1. Fasiliteitspesifieke vaardighede</p> <p>Openbaar 'n bevredigende vlak van tegniese vaardigheid, kennis, ondervinding en opvoedkundige kwalifikasie gepas vir die spesifieke gemeenskapsfasiliteit.</p>	<ul style="list-style-type: none"> Onderneem roetine-take; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 taakspeifieke 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Ontwikkel onderhoudsplanne wat uitvoerige aktiwiteite, hulpbronne, verantwoordelikhede, tydskaal en risiko's uiteensit vir die behaling van fasiliteitsbestuuroogmerke; en Monitor implementeringsprosesse en -maatreëls om prestasie en gesondheid van fasiliteitskomponente te assesseer.
<p>2. Werksplekveiligheid</p>	<ul style="list-style-type: none"> Openbaar kennis van alle verwante veiligheids- en sekuriteitsregulasies; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vorige vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en

<p>Die vermoë om toestande wat 'n impak het op werknemerveiligheid te identifiseer en reg te stel.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar en/of verduidelik waarom veiligheidstoerusting en/of -prosedures; • Hersien veiligheidsopleidingsmateriaal; • 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. 	<ul style="list-style-type: none"> • Implementeer veranderinge om onveilige werktoestande reg te stel; • Koördineer veiligheidsvergaderings; en • Beheer toerustingveiligheid. 	<ul style="list-style-type: none"> • Hanteer alle veiligheidsvereistes volgens regulasies/wetgewing vir die fasiliteite onder direkte beheer.
Bevoegdhe ten opsigte van openbarensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommuniqueer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe ooggpunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; • Kommuniqueer doeltreffend op senior vlakke; • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
<p>3. Dienslewingsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Is verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor dienslewingsake soos vereis.
Persoonlike bevoegdhe				
<p>1. Aksie-oriëntering</p> <p>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</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Jaag projektoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Dryf personeellewering in behaling van oogmerke; en • Bestuur self en die span om doelwitte te bereik.

gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.		<ul style="list-style-type: none"> Dryfkrag om by spertye te bly; en Inisieer kontak met ander. 	<ul style="list-style-type: none"> Openbaar dryfkrag om dinge beter te doen; en Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> Bly kalm en gefokus onder druk; Beheers eie emosies; en Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Beplan en inisieer nuwe maniere om vooruit te gaan; en Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; en Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Hanteer verandering doeltreffend; Kom positief en optimisties voor oor verandering; Gryp die geleentheid aan om dinge anders te doen; en Kom buigzaam en aanpasbaar voor. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.

		<ul style="list-style-type: none"> • 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. 		
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Hanteer hoe 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.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaard van etiese en morele gedrag te openbaar en te bou om geloof en vertroue in die</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike gewin of die gewin van ander nie; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bevorder deursigtige en aanspreklike munisipale administrasie.

staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	<ul style="list-style-type: none"> Aanvaar verantwoordelikheid vir eie optrede. 	<ul style="list-style-type: none"> Bou selfvertroue en toon selfvertroue in ander; en Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word. 	<ul style="list-style-type: none"> 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				
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

			interpersoonlike style en metodes te gebruik om spanning of konflik tussen mense te verminder.	
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 werkklas gepas. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Verstaan organisatoriese behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreels in hooftreke 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.
<p>4. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstechnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

BEVOEGDHEIDSRAMWerk VIR HOOFFISIERS (TEENGRONDBESSETTING)

VLAKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	• Hooffisier	• Senior hooffisier	• Eerste hooffisier	• Hoof: Antgrondbesettingseenheid
KENNIS	• Kennis van toepaslike wetgewing, die bedryfsfunksies van die werk van 'n hooffisier, wetstoepassing en gemeenskapsfasilitering.	• Bewese kennis van toepaslike wetgewing, die bedryfsfunksies van die werk van 'n hooffisier, wetstoepassing en gemeenskapsfasilitering.	• Bewese kennis van toepaslike wetgewing, die bedryfsfunksies van die werk van 'n hooffisier, wetstoepassing en gemeenskapsfasilitering.	• Dieptekennis van toepaslike wetgewing, die bedryfsfunksies, 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 bestuersondervinding.
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				
BEVOEGDHEIDSVLAKE	1	2	3	4
Kern- professionele bevoegdhe				
1. Skriftelike kommunikasie	• Lees en verstaan basiese dokumente;	• Openbaar bevoegdhe uit vlak 1;	• Openbaar bevoegdhe uit vlak 1 en 2; en	• Openbaar bevoegdhe uit vlak 1 tot 3;

Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.	<ul style="list-style-type: none"> • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer. 	<ul style="list-style-type: none"> • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer. 	<ul style="list-style-type: none"> • Berei oorwoë, skriftelike kommunikasie van hoe gehalte voor wat die volgende kan insluit: briewe, memorandum, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie. 	<ul style="list-style-type: none"> • Berei oorwoë, verslae van hoe 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 artikeleer.	<ul style="list-style-type: none"> • Kan basiese verbale instruksies van meerderes en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardigheid vir komplekse en sensitiwe 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.	<ul style="list-style-type: none"> • Het daaglikse interaksie met verskeie kliënte/belanghebbendes; en • Beantwoord basiese vrae beleefd en behulpsaam. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Identifiseer voorkeuroplossing met potensiele 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.	<ul style="list-style-type: none"> • Het goeie verhoudings met medewerkers aangesien die werk kontak met alle vlakke van personeel in verskillende afdelings vereis.. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Kommunikeer doeltreffend en gee erkenning aan bydraes van ander; en • Lê inligting akkuraat vas in betrokkenheid by interne en eksterne belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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

			<ul style="list-style-type: none"> Bestuur konflik deur 'n deelnemende deursigtige benadering; en Voorsien insig, hulp aan ondergeskiktes om 'n kultureel en rassig-geïntegreerde werksplek te bevorder. 	<ul style="list-style-type: none"> Oorreed politieke hoofde om besluite/uitkomsteswat by raadsvergaderings bereik word, aan te neem en te implementeer.
<p>5. Probleemoplossing</p> <p>Die vermoë om potensiele probleemgebiede te identifiseer, die probleem in samestellende dele op te breek, potensiele oplossings voort te bring, 'n opsie te kies en dit te implementeer.</p>	<ul style="list-style-type: none"> Identifiseer eenvoudige probleme binne 'n vasgestelde proses; Waarsku toesighouer van probleme in 'n vasgestelde proses; en Los eenvoudige probleme op. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Identifiseer probleme in prosesse; en Vervys probleme na toesighouer vir oplossing maar bied alternatiewe of aanbevelings. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.
<p>6. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> Beplan take daaglik 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Beplan take weekliks; Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en Voer take uit of delegeer dit na die gepaste individue 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.
<p>7. Skriftelike kommunikasie</p> <p>Die vermoë om skriftelik te kommunikeer soos gepas vir spesifieke gehore.</p>	<ul style="list-style-type: none"> Lees en verstaan basiese dokumente; Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en Kan skriftelik op basiese tipes kommunikasie reageer. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en Kan skriftelik op komplekse tipes kommunikasie reageer; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; en Berei oorwoë, skriftelike kommunikasie van hoe gehalte voor wat die volgende kan insluit: briewe, memorandum, e-posse, verslae en ander 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Berei oorwoë, verslae van hoe gehalte voor vir besluitneming in die organisasie; en Aanvaar toetsigerantwoordelikheid om minder ervare praktisyns en

			korrespondensie, intern sowel as ekstern tot die organisasie.	onderseskettes 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.	<ul style="list-style-type: none"> • 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, sloping en hervestigings); • Fasiliteer klagtes wat ontvang word oor onwettige aktiwiteite in informele nedersettings; en • Kan basiese ondersoek van sulke klagtes voltooi. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Kan ondersoek 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Bewese vermoë om spoliëringsoptrede te bestuur en te koördineer; en • Bewese vermoë om in noodgevallen 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ondersoek; en • Maak seker dat regsverslae gehou word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Kan dokumentasie opstel wat aanleiding gee tot geregtelike verbodde 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	<ul style="list-style-type: none"> • Neem deel aan gemeenskapsvergaderings; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3;

<p>Maak seker dat die hervestigingsproses in 'n informele nedersetting geïmplementeer word om ruimte vir grondontwikkeling te skep.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Implementeer en monitor hervestigingsprosesse in 'n spesifieke informele nedersetting om ruimte te skep vir tydelike of nuwe behuisingsgeleenthede en noodleniging. 	<ul style="list-style-type: none"> • Openbaar die vermoë om begrotings en hulpbronne, soos voertuie en toerusting wat in hervestigingsaktiwiteite gebruik word, te bestuur; en • Kom ouditvereistes na, onderhou begrotingsbeheermaatreels en verlies van raadstoerusting tydens hervestigingsprosesse.
<p>4. Hantering van opnamedata</p> <p>Hanteer die data wat uit opnames in gemeenskappe verkry word.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bestuur kontrakpersoneel; en • Onttrek verslae uit inligtingstelsels en databasisse vir statistiese doeleindes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>5. Rampaktiwiteite</p> <p>Implementeer bedryfsplanne vir rampe.</p>	<ul style="list-style-type: none"> • Monitor take wat aan kontrakpersoneel toegewys is; • Ondersoek en assesseer die omvang van rampe; • Skakel met rampbestuurbeamptes oor noodaktiwiteite; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Monitor take wat aan kontrakpersoneel toegewys is; • Kan die rehabilitasie van ramptonele implementeer; en • Kan bedryfsplanne implementeer om seker te 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bestuur kontrakpersoneel; en • Kan die bedryfsplanne implementeer om seker te maak dat rehabilitasieplanne uitgevoer en korrek afgebaken word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Kan gevalle van brand en oorstromings hanteer en registreer; • Kan xenofobiese aanvalle hanteer en registreer; en

	<ul style="list-style-type: none"> • Verstaan die proses vir registrasie van slagoffers van brand/oorstromings/xenofobie; en • Kan die saak van noodlenigingsstelle vir slagoffers koördineer. 	maak dat rehabilitasieplanne uitgevoer en korrek afgebaken word.		<ul style="list-style-type: none"> • Moet die beplanning van opruimingsaktiwiteite van geaffekteerde areas kan uitvoer.
Bevoegdhede ten opsigte van openbare diensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en met hulle klaarkom; • Kommuniqueer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; • 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.	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommuniqueer doeltreffend met kollegas en kliente. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte oor; • Organiseer besprekings logies; en • Reageer op vrae met akkurate en volledige antwoorde.

<p>3. Diensleeringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
Persoonlike bevoegdhede				
<p>1. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>2. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Openbaar logiese, gevolgsedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; en • Kom vorendag met kreatiewe en unieke idees.
<p>3. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig</p>	<ul style="list-style-type: none"> • Toon gewilligheid om nuwe dinge te leer en kennis in te win; • Neem aan gereelde eksterne aktiwiteite deel; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep 'n leeromgewing; en

te ontwikkel en op deurlopende selfverbetering te fokus.	<ul style="list-style-type: none"> • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). 	<p>tussen kennis en vaardighede kleiner te maak; en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 		<ul style="list-style-type: none"> • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
<p>4. Aksie- en uitkomst-orientering</p> <p>Die openbaring van 'n hoë werksetielik 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Druk self en motiveer ander vir resultate; en • Daarop ingestel om doelwitte te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projektoegmerke meedoënloos na; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur projekte suksesvol binne toegelate tyd en begrotingstoewysing.
<p>5. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukings kan veroorsaak.
Bestuurs-/leierskapsbevoegdhede				
<p>1. Spanorientering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstechnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Hanteer spanuitkomstes en beloon en erken spanpogings; en • Steun spanontwikkeling.

<p>2. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Goed daarin om rigting duidelik aan te gee; en Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Kan die direkteur/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.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Deel kennis en inligting met eweknieë en ondergeskiktes; en Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.

FINANSIES – BEVOEGDHEIDSRAMWERK VIR REKENMEESTERS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Assistentrekenmeester 	<ul style="list-style-type: none"> Rekenmeester 	<ul style="list-style-type: none"> Senior rekenmeester 	<ul style="list-style-type: none"> Assistentbestuurder: Finansiële/Eerste rekenmeester
KENNIS	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Doen werk van 'n finansiële aard volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare senior rekenmeester; Elementêre kennis van en ondervinding met toepaslike wetgewing oor plaaslike regering (bv. WMS, MFMA en ander waar toepaslik). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0-2 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding nodig wat 2 jaar ondervinding as toesighouer insluit. 	<ul style="list-style-type: none"> 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.

KWALIFIKASIE *Nasionale Tesourie MFMA munisipale minimum bevoegdheidsopleiding waar van toepassing soos omskryf in die NT-regulasies.	• 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkundige as 'n hoofvak. • Rekenaargelettertheid: MS Office	• 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkunde as 'n hoofvak. • Rekenaargelettertheid: MS Office	• 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkunde as 'n hoofvak. • Rekenaargelettertheid: MS Office	• 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma of BCom met finansiële rekeningkunde as 'n hoofvak. • Rekenaargelettertheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Funksionele bevoegdhe				
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.	<ul style="list-style-type: none"> • 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 belastingberekening uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 bestuursoprede; • Gebruik tegnieke soos tydreeke en indeksnummers om rekeningkundige data te interpreteer; • Monitor en beheer kontantontvangste en -betalings in nakoming van kontantbestuurbeleid; • Evalueer verskillende metodes van skuldinvordering; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Onderskei tussen kapitale en bedryfskoste; • 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 bestuursoprede; • Gebruik tegnieke soos tydreeke en indeksnummers om rekeningkundige data te interpreteer; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Kan finansiële state aanbied en openbaar maak; • Kan finansiële beleid ooreenkomstig heersende norme en standaard wysig en hersien; en • Voorsien leiding aan en hou toesig oor ondergeskiktes • Bereken en interpreteer basiese rekeningkundige verhoudings.

		<ul style="list-style-type: none"> • 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 bedryfskoste. 	<ul style="list-style-type: none"> • Bedryf 'n kontantbestuur- en kredietbeheerstelsel; en • Gee raad oor werkende kapitaalbeleid en die bestuur van debiteure en krediteure. 	
<p>2. Verkryging</p> <p>Hanteer die verkrygingproses volgens bestaande wetgewing, norme en standaardde.</p>	<ul style="list-style-type: none"> • Verkry goedere en dienste ooreenkomstig MFMA, AKB-regulasies en beleid; • Onderhou 'n databasis van goedgekeurde verkopers; en • Rekonsilieer fisiese voorraad met rekeningkundige verslae. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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'. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Hersien en werk beleid by om in lyn te wees met heersende wetgewing, norme en standaardde en gemeenskapsdinamiek; • Berei standaarddokumente vir voorleggings aan bodkomitees voor; en • Reageer en doen verslag oor navrae van interne personeel en items op bestuursbriewe van die Ouditeur-generaal.
<p>3. Begroting</p> <p>Stel geloofwaardige begrotings berei wetgewende, politieke en administratiewe mandate in en bestuur dit.</p>	<ul style="list-style-type: none"> • Berei voorspellings van inkomste en uitgawes voor; • Produseer konsepbegrotingsvoorstelle; en • Bedryf begrotingsbeheerstelsel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Dra by tot die beplanning en toewysing van hulpbronne; • Berei voorspellings van inkomste en uitgawes voor; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Monitor die prestasie van verantwoordelikhedsentrums teen die begroting; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Berei die begroting in lyn met die GOP en regulasies van die Tesourie voor; • Dokumenteer begrotingsaannames; en

		<ul style="list-style-type: none"> • Gebruik modelle om die sensitiviteit van elemente in die kontantbegroting te assesseeer. 	<ul style="list-style-type: none"> • Stel inligting vir begrotingsdoeleindes saam en ontleed dit; en • Dokumenteer begrotingsaannames. 	<ul style="list-style-type: none"> • Gaan begroting na en berei aansuiweringsbegroting voor.
<p>4. Finansiële bestuur Dryf optimalisering van finansiële bestuur van die munisipaliteit deur die gebruik van standaardwerkprosedures.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Dra by tot kostebestuur deur 'waarde-ontleding' en kosteverminderingstegnieke; • Evalueer huidige en voorgename 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verstaan gehaltebeheermetodes; • Verduidelik en evalueer strategiese finansiële bestuurskwessies; en • Interpreteer prestasie-aanwysers. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Hanteer rekeningkundige inligtingstelsels; • Neem deel aan die bestuur en onderhoud van inligtingstelsels; • Stel prestasie-metingstrategieë 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.
<p>5. Kostebepaling Vermoe om kosteberaming te doen gegrond op beste praktyk, politieke noodsaaklikhede en om prosesse te standaardiseer.</p>	<ul style="list-style-type: none"> • Berei standaardkosteverlae voor en bied dit aan; en • Ontleed gebruik en pryswisselings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Verstaan kostebepalingskonsepte en gee raad oor die hantering van verliese; • Interpreteer kostedata, insluitende die gebruik van algemene koste; en • Verstaan 'aktiwiteitsgebaseerde 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bevorder die belangrikheid van kennisdeling in eie gebied; • Gebruik grenskosteberekening om prysbepalingsbeleid te formuleer; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Stel prosedures vir standaardkostebepalingstelsels vas; • Evalueer kosteklassifikasie, gedrag en toewysingsmetodes; en • Stel grenskosteberekening vas en ontwikkel

		kostebepaling' of soortgelyke kostebepalingsmodelle en die gebruik van kosteaandrywers.	• Gee raad oor kosteklassifikasie, gedrag en toewysingsmetodes.	prysbepalingsverwante beleid.
<p>6. Finansiële verslagdoening</p> <p>Vermoë om algehele oogmerke van finansiële verslagdoening, spesifieke inligtingsbehoefes van belanghebbendes en die algemene inligtingsbehoefes van ander te identifiseer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Bereik verslae en aanslae vir buiteagentskappe voor; • Produseer sigblaie vir die ontleding van numeriese inligting; en • Bied inligting op grafiese, diagrammatiese of tabelformaat aan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Hersien verslae en aanslae vir eksterne belanghebbendes; en • Stel verslae in ooreenstemming met voorgeskrewe wetgewing aan eksterne belanghebbendes op. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Ontleed en interpreteer verslae aan eksterne belanghebbendes in ooreenstemming met voorgeskrewe wetgewing.
<p>7. Finansiële prosesbestuur</p> <p>Vermoë om 'n doeltreffende, ekonomiese en effektiewe finansiefunksie deur finansiële prosesse te steun</p>	<ul style="list-style-type: none"> • Pas beleid en prosedures toe in finansiële prosesbestuur. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Hanteer die beheer van bates volgens beleid en prosedures; en • Hulp om bates te bestuur volgens beleid en prosedures. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 uitgekонтрактеerde 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;

			bestuursbeleid, prosedures en prosesse; <ul style="list-style-type: none"> • Help om finansiële strategieë te formuleer en te implementeer; • Implementeer finansiële strategieë; • Implementeer finansiële beleid en stelsels; • Dra by tot veeljaarinkomste- en -uitgawevoorspellings; en • Implementeer veeljaarinkomste- en -uitgawevoorspellings. 	<ul style="list-style-type: none"> • Berei veeljaarinkomste- en -uitgawevoorspellings voor; en • Ontwikkeling van volhoubare strategieë om aandag te gee aan inkomsetekorte.
Professionele bevoegdhede				
1. Mondelinge kommunikasie Die vermoë om komplekse konsepte op 'n verstaanbare en oortuigende manier te artikuleer.	<ul style="list-style-type: none"> • Verduidelik posisies mondeling oor basiese finansiële sake; en • Verseker professionele interaksie en kommunikasie met kliënte. 	<ul style="list-style-type: none"> • 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 bevoegdhede om doeltreffend met kliënte te kommunikeer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Openbaar doeltreffende mondelinge aanbiedingsvaardighede. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Kommunikeer doeltreffend skriftelik op 'n manier wat minimale wysiging vereis; • Hou notules by vergaderings; • Berei elektroniese voorleggings voor; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Help met voorbereiding en hersiening van vooraf lees van opleidingsmateriaal, beleid en riglyne; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Berei dokumente voor ooreenkomstig goedgekeurde metodologie, formaat en standaarde; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel verslagdoeningsjablone, proses en riglyne – mentorskap en leiding aan vorige vlakke;

	<ul style="list-style-type: none"> Berei bondige en duidelike dokumente/besprekingsdokumente voor soos en wanneer nodig; en Proeflees dokumente met groot aandag aan besonderhede. 	<ul style="list-style-type: none"> Kommunikasie met rolspelers oor hul rolle en verantwoordelikhede; Goeie verslagopstellingsvaardighede; en Numeriese, alfabetiese en skriftelike akkuraatheid. 	<ul style="list-style-type: none"> 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 viak en word opgedra en gesteun met geldige redenasie indien en wanneer nodig. 	<ul style="list-style-type: none"> 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.
<p>3. Organisasoriese bewustheid</p> <p>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.</p>	<ul style="list-style-type: none"> 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 Bewusheid van die kwessies wat 'n impak het op dienslewering. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit viak 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 direkteur; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit viak 1 en 2; Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; Bring jaarlikse/kwartaalike planne in lyn met munisipaliteit se doelwitte en oogmerke; Kennis van die munisipaliteit se funksionele direkteur/departemente en verstaan integrasie oor hierdie direkteur; Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en Dra inligting by tot hantering van die munisipaliteit se diensleweringsootdagings. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit viak 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 direkteur/departemente en verstaan strategiese integrasie daarvoor; en Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.
<p>4. Probleemoplossing</p>	<ul style="list-style-type: none"> Hanteer duidelik gedefinieerde probleme wat 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit viak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit viak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit viak 1 tot 3;

Die vermoë om potensiele probleme te identifiseer, om die probleme in samestellende dele op te breek, potensiele oplossings voort te bring, 'n opsie te kies en dit te implementeer.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identifiseer probleme ná gedefinieerde diagnostiese prosesse; • Identifiseer verskillende alternatiewe opsies en kies die mees gepaste oplossings; • Verstaan potensiele impak van probleme op eie werksomgewing; en • Kan probleme identifiseer wat nie alledaags is nie en sal na toesighouer verwys om opgelos te word. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Onderzoek 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 potensiele 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.	<ul style="list-style-type: none"> • Beplan take daaglik 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Berei take weekliks voor; • Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
Bevoegdheids ten opsigte van openbare diensoriëntering				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelikhed in ander se redenasies en sluit dit in voorstelle in waar geregverdig; • Onderhandel vaardig in moeilike situasies met sowel 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

			interne as eksterne belanghebbendes; en <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. Dienslewingsoriëntering 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.	<ul style="list-style-type: none"> • Is verbind tot voortreflikheid; en • Kom verbintnisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiele, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Praat doeltreffend met die media oor dienslewingsake.
Persoonlike bevoegdheid				
1. Aksie- en uitkomst-oriëntering	<ul style="list-style-type: none"> • Toon geesdrif om aan nuwe projekte/take deel te neem; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3;

Die openbaring van 'n hoë werkseliek 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Gewillig om nuwe uitdagings aan te pak; • Jaag projekkoogmerke 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. 	<ul style="list-style-type: none"> • Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; • Hou self en ander aanspreeklik vir lowering van projekte en doelwitte; en • Stel uitdagende doelwitte vir self en vir die span. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukings kan veroorsaak.
3. Kognitiewe vermoë Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Openbaar logiese, gevolgsgetrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Kan detailoriëntering met grootprentjedenke 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	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en

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.	<ul style="list-style-type: none"> Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Op vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Bly op hoogte van veranderinge in die bedryf; en Bevorder beste praktyk. 	<ul style="list-style-type: none"> 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				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerd en professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasilliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem daadwerklik aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Bou spannees 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsgrypings 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 sleun 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 ontwikkelingsgrypings in om by die persoon se leerstyl te pas; en

				<ul style="list-style-type: none">• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.
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BEVOEGDHEIDSRAMWERK VIR BRAND EN REDDING

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Leerlingbrandbestryder 	<ul style="list-style-type: none"> Brandbestryder I Brandbestryder II 	<ul style="list-style-type: none"> Senior brandbestryder Pelotonbeveloerder 	<ul style="list-style-type: none"> Stasiebeveloerder Afdelingsbeveloerder 	<ul style="list-style-type: none"> Assistenthoofbrandweeroffisier Visehoofbrandweeroffisier Hoofbrandweeroffisier
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Bou kennis op van bedryfsuitvoering van pligte in verband met bedryfstake; en Uitvoering van bedryfstake onder goeie toesig. 	Brandbestryder I <ul style="list-style-type: none"> Verseker bedryfsgereedheid van voertuie en toerusting. Brandbestryder II <ul style="list-style-type: none"> Uitvoering van bedryfstake volgens aanwysings van meederes; en Voorsien mentorskap en leiding aan meer junior brandbestryders. 	Senior brandbestryder <ul style="list-style-type: none"> Voer bedryfstake uit onder beperkte toesig; Bestuur hulpbronne; en Hulp met ontwikkeling van personeel. Pelotonbeveloerder <ul style="list-style-type: none"> Hou toesig oor uitvoering van take; Voer bedryfstake uit; en Toesigpligte onder toegewese afdeling, bv. openbare onderwys; vlootbestuur, brandveiligheid; ens. 	Stasiebeveloerder <ul style="list-style-type: none"> Voer bestuursfunksies uit vir 'n spesifieke stasie/seksie. Afdelingsbeveloerder <ul style="list-style-type: none"> Aanvaar verantwoordelikheid: <ul style="list-style-type: none"> Vir 'n stasie of 'n aantal stasies; of Vir 'n seksie of afdeling; en Toesigpligte onder toegewese afdeling, bv. openbare onderwys; vlootbestuur, brandveiligheid; ens. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Geen ondervinding nodig. 	Brandbestryder I <ul style="list-style-type: none"> 1 jaar bedryfsondervinding. 	Senior brandbestryder <ul style="list-style-type: none"> 4 jaar bedryfsondervinding 	Stasiebeveloerder <ul style="list-style-type: none"> 7 jaar bedryfsondervinding 	Assistenthoofbrandweeroffisier

		Brandbestryder II <ul style="list-style-type: none"> 3 jaar bedryfsondervinding. 	waarvan 2 jaar op vlak van Brandbestryder 2 moet wees. Pelotonbevelvoerder <ul style="list-style-type: none"> 6 jaar bedryfsondervinding waarvan 2 jaar op vlak van Senior brandbestryder moet wees. 	waarvan 3 jaar op toesighouersvlak (pelotonbevelvoerder) moet wees. Afdelingsbevelvoerder <ul style="list-style-type: none"> 10 jaar bedryfsondervinding waarvan 5 jaar op toesighouersvlak (peloton-/ stasie-bevelvoerder) moet wees. 	<ul style="list-style-type: none"> 8-12 jaar insluitende toepaslike bestuursondervinding. Visehoofbrandweeroffisier <ul style="list-style-type: none"> 12 jaar insluitende toepaslike bestuursondervinding. Hoofbrandweeroffisier <ul style="list-style-type: none"> 12 jaar insluitende toepaslike bestuursondervinding.
KWALIFIKASIE	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Volgens Brandbestryder II plus; Pompopereaters-/ lugtoestelkwalifikasie; Brandvoorkomingskursus; Brandondersoek; Branddiensinstrukteur I; Hoëvlakredding I; Hoër Sertifikaat in brandtegnologie (branddiens); en Kode C1-rybewys Pelotonbevelvoerder <ul style="list-style-type: none"> Volgens Senior brandbestryder plus; Vredesbeamptekursus; 	Stasiebevelvoerder <ul style="list-style-type: none"> Het deur die brandbestryders opgekom en tot pelotonbevelvoederskwalifikasies verkry; plus Toepaslike tersiëre kwalifikasie, verkieslik 'n Diploma in brandtegnologie; en Rekenaargelettertheid: MS Office Afdelingsbevelvoerder <ul style="list-style-type: none"> Vorder van stasiebevelvoerder en het 'n toepaslike tersiëre kwalifikasie, verkieslik 'n Diploma in brandtegnologie. Rekenaargelettertheid: MS Office 	Assistentehoofbrandweeroffisier <ul style="list-style-type: none"> Vorder van afdelingsbevelvoerder en het 'n toepaslike tersiëre kwalifikasie, verkieslik 'n Diploma in brandtegnologie sowel as toepaslike bestuursondervinding. Visehoofbrandweeroffisier en hoofbrandweeroffisier <ul style="list-style-type: none"> Toepaslike tersiëre kwalifikasie, verkieslik 'n Diploma of bachelareusgraad in brandtegnologie sowel as toepaslike bestuursondervinding. Rekenaargelettertheid: MS Office

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		<ul style="list-style-type: none"> Volgens Brandbestryder I plus; Kode C-rybewys Brandbestryder II-kursus; Gevaarlike goederebedryf/ Brand en redding; en Toepaslike brandbestryder-sertifikaat. 	<ul style="list-style-type: none"> Brandbestryder I; en Rekenaargeletterdheid: MS Office 		
BEVOEGDHEDE					
BEVOEGDHEIDSVLAKKE	1	2	3	4	5
Kern- professionele bevoegdhede					
<p>1. Gemeenskaps- en klantefokus</p> <p>Vermoë om op die klient 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.</p>	<p>Op opleiding om die bevoegdhede hier onder te bekom:</p> <ul style="list-style-type: none"> 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; 	<p>Bewese bevoegdheid bereik:</p> <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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 oopspunte en behoeftes van belanghebbendes en kliente; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; Dryf diensleweringsmandate 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

	<ul style="list-style-type: none"> • Fokus in alle aktiwiteite op die klient; • Probeer kliente se probleme so gou moontlik oplos; • Vra verskoning vir foute en stryk dit so gou moontlik uit en reageer vinnig op versoeke van kliente; • Maak seker dat kliente tevrede is met die diens wat hulle ontvang; • Bestuur kliente se verwagtinge; • Hou kliente op hoogte van vordering; en • Balanseer kliente se behoeftes met munisipale behoeftes. 	<ul style="list-style-type: none"> • Fokus in alle aktiwiteite op die klient; • Probeer kliente se probleme so gou moontlik oplos; • Vra verskoning vir foute en stryk dit so gou moontlik uit en reageer vinnig op versoeke van kliente; • Maak seker dat kliente tevrede is met die diens wat hulle ontvang; • Bestuur kliente se verwagtinge; • Hou kliente op hoogte van vordering; en • Balanseer kliente se behoeftes met munisipale behoeftes. 	<ul style="list-style-type: none"> • Identifiseer en bou verhoudings met invloedryke mense en groepe in die gemeenskap op; • Oorreed gemeenskapslede van die noodnag om met die polisie en wetstoepassings-agentskappe saam te werk; • Moedig offisiere 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 	<ul style="list-style-type: none"> • 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 kliente 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. 	<p>werkverhoudings met die media aanspoor;</p> <ul style="list-style-type: none"> • 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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<p>2. Probleemoplossing</p> <p>Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 inkonsekwentheid in inligting; • Gaan inligting na om seker te maak dat dit korrek is; • Neem alle inligting in ag 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Identifiseer die hoofsaak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; • Dryf kreatiewe probleemoplossingsbenaderings 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.

	<ul style="list-style-type: none"> 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. 	<p>ongeag hoe gering;</p> <ul style="list-style-type: none"> 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. 	<p>regverdigde besluite; en</p> <ul style="list-style-type: none"> Toets wyd vir moontlike reaksies op kontroversiële besluite. 		
<p>3. Onderhandeling en beïnvloeding</p> <p>Vermoë om ander te ooreed en beïnvloed deur logika en</p>	<ul style="list-style-type: none"> Oortuig ander van die voordeel van 'n besluit of situasie; Staaf redenasies met feite; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Hanteer besware deur probleme te 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Identifiseer belangrike spelers in 'n situasie; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Assesseer die reaksie van kernspelers en pas 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 4; Skep 'n visie van die toekoms waarmee ander

redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.	<ul style="list-style-type: none"> • Gebruik logika en redeneringsvermoë om ander te oorreed en te beïnvloed; en • Bied kragtige redenasies aan. 	<p>erken en alternatiewe voor te stel;</p> <ul style="list-style-type: none"> • Betrek mense met positiewe gesindhede om verbintenisse van ander te kry; • Stel duidelike onderhandelingspunte en uitkomst; Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is. 	<ul style="list-style-type: none"> • 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. 	<p>redenasies dien ooreenkomstig aan;</p> <ul style="list-style-type: none"> • Onderhandel oor suksesvolle uitkomstes met belanghebbendes, verkry hulle steun om munisipale oogmerke te bereik; en • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings. 	<p>kan saamstem en wat hulle aantreklik vind;</p> <ul style="list-style-type: none"> • Identifiseer die werklike magsbasis in ander munisipaliteite as 'n uitgangspunt vir onderhandelings- of intermunisipale diensuitruiling en bestuur.
<p>4. Volharding</p> <p>Toon volharding, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 • Se 'nee' wanneer nodig. 				
<p>5. Kommunikasie</p> <p>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 toegesprek word, wat 'n gemeenskaplike begrip verseker.</p>	<ul style="list-style-type: none"> • 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 feitlik, akkuraat en betyds voorsien word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander se; • Gebruik korrekte spelling, punktuasie en taal; 	<ul style="list-style-type: none"> • 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 groepsbesprekings 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en • Hanteer sake doeltreffend selfs onder groot druk van die media.

	<ul style="list-style-type: none"> • 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 belangbetsings te identifiseer en hanteer.	<ul style="list-style-type: none"> • Wakker vir potensiele belangbetsings 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste optrede aan by toesighoudende praktisyne. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Herken potensiele belangbetsings 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Los etiese, sake- en geskilbetsings behoorlik op.
Funksionele bevoegdheidsvlakke					
1. Brandbestryding Vermoë om brande te bestry.	<ul style="list-style-type: none"> • Kan die kennis van brandbestryding opdoen; • Kan instruksies volg en verstaan; en • Kan take onder goeie toesig uitvoer. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdheidsvlakke 1; • Kennis van gedrag van vuur; • Kennis van brandbestrydingsbeginsels; 	<ul style="list-style-type: none"> • Openbaar alle bevoegdheidsvlakke 1 en 2; • Kennis van die taktiese metodes en prosedures wat met brandbestrydingsaktiwiteite gepaardgaan om 'n volle verskeidenheid van situasies of uitdagings 	<ul style="list-style-type: none"> • Openbaar alle bevoegdheidsvlakke 1 tot 3; • Kennis van tegniese brandbestrydingsaktiwiteite deur etlike hulpbronne te gebruik; en • Vermoë om aktiwiteite te hanteer in 'n voorval waar 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke 1 tot 4; en • Dryf die strategie en standaardwerkprosedures vir brandbestryding vir die munisipaliteit aan.

		<ul style="list-style-type: none"> Vaardigheid in gebruik van gepaste instrumente en toerusting; Kennis van standaardwerkprosedures en beleid oor brandbestryding; en Vermoë om brandbestrydingstake onder toesig uit te voer. 	<p>op te los wanneer brande beshry word; en</p> <ul style="list-style-type: none"> Vermoë om voorval te hanteer. 	<p>etlike agentskappe betrokke is.</p>	
<p>2. Reddingsaktiwiteite</p> <p>Vermoë om redding en bevryding uit te voer.</p>	<ul style="list-style-type: none"> Kan die kennis van reddingsaktiwiteite opdoen; Kan instruksies volg en verstaan; en Kan take onder goeie toesig uitvoer. 	<ul style="list-style-type: none"> 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 reddingsaktiwiteitake onder toesig uitvoer. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Dryf die strategie en standaardwerkprosedures aan met betrekking tot reddingsaktiwiteite vir die munisipaliteit.
<p>3. Spesiale aktiwiteite (gevaarlike goedere, stedelike soek-en-redding)</p> <p>Vermoë om spesiale aktiwiteite uit te voer.</p>	<ul style="list-style-type: none"> Vermoë om kennis van spesiale aktiwiteite op te doen; Vermoë om instruksies te volg en te verstaan; en 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1; Kennis van spesiaal aktiwiteitstegnieke; Vaardigheid in gebruik van gepaste 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1 en 2; Kennis van die taktiese metodes en prosedures wat met spesiale aktiwiteite gepaardgaan 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1 tot 3; Kennis van spesiaal aktiwiteite; en Vermoë om aktiwiteite te hanteer in 'n voorval waar 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Dryf die strategie en standaardwerkprosedures aan met betrekking tot spesiale aktiwiteite vir die munisipaliteit.

	<ul style="list-style-type: none"> Vermoë om take onder goeie toesig uit te voer. 	<p>gereedskap en toerusting;</p> <ul style="list-style-type: none"> Kennis van standaardwerkprosedures en beleid oor spesiale aktiwiteite; en Kan take van spesiale aktiwiteite onder toesig uitvoer. 	<p>om 'n volle verskeidenheid van situasies of uitdagings op te los tydens spesiale aktiwiteite; en</p> <ul style="list-style-type: none"> Kan voorval hanteer. 	<p>etlike agentskappe betrokke is.</p>	
<p>4. Brandveiligheid en voorkoming</p> <p>Vermoë om brandrisiko's en voorkomingsmaatreëls te identifiseer (hou verband met brandbestrydingsbestuurpersoneel).</p>	<ul style="list-style-type: none"> Kan die kennis van brandveiligheidskodes, -standaarde en toepaslike verordeninge opdoen; Kan instruksies volg en verstaan; en Kan take onder goeie toesig uitvoer. 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1; Kennis van brandveiligheidskodes, -standaarde en toepaslike verordeninge; Vaardighede om brandveiligheidsrisiko's te identifiseer; Kennis van standaardwerkprosedures en beleid oor brandveiligheid; en Kan take van brandveiligheid onder toesig uitvoer. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>5. Veiligheid en welstand</p> <p>Vermoë om die omgewings en werkspleksgevaare in toepaslike wette, beleid en riglyne te bestuur.</p>	<ul style="list-style-type: none"> Kennis van die wette, beleid en riglyne wat met beroepsgesondheid en -veiligheid verband hou; en Kan 'n risiko-assessering volgens 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1; Kan uitkoms van risiko-assesserings oordra; en Kennis van aanvaarde 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1 en 2; Kan ná 'n voorval ondervraging doen; en Kan deelneem aan die ontwikkeling van risiko-assessering. 	<ul style="list-style-type: none"> Openbaar alle bevoegdhede uit vlak 1 tot 3; Kan projekspesifieke gevare en risiko's identifiseer, dokumenteer en oordra; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Rig en lei die bestuur van omgewingsgevaare in toepaslike wette, beleid en riglyne.

	standaardprotokolle uitvoer.	veiligheidspraktyke en prosedures by voorvalle om besering, skade aan eiendom of lewensverlies te voorkom.		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Kan kennis van mediese noodhulp opdoen; Vermoë om instruksies te volg en te verstaan; en Vermoë om take onder goeie toesig uit te voer. 	<ul style="list-style-type: none"> Openbaar alle bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar alle bevoegdheid uit vlak 1 en 2. 	<ul style="list-style-type: none"> Openbaar alle bevoegdheid uit vlak 1 en 2. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Ontvang en verwerk 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); 	<ul style="list-style-type: none"> Openbaar alle bevoegdheid 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 	<ul style="list-style-type: none"> Openbaar alle bevoegdheid uit vlak 1 tot 3; Vermoë om werklastbestuur 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 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 4.

		<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Vermoë om volledigheid en akkuraatheid van oproepinligting, reaksietipe en vereiste skofverslae te verseker. 	
Bevoegdhede ten opsigte van openbare diensoriëntering					
1. Interpersoonlike verhoudings	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en met hulle klaarkom; 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhede uit vlak 1 tot 3; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4; en

Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> Kommunikeer doeltreffend; Gee erkenning aan bydraes van ander; en Kan op spanne werk. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Oortuig ander van idees sonder om hul beskouing te onderdruk; Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Bestuur verhoudings met verskillende belanghebbendes binne en buite die munisipaliteit doeltreffend.
<p>2. Dienslewingsoriëntering</p> <p>Die vermoë om gemeenskapsbehoefes en -verwagtinge te verstaan, aandag daaraan te gee en te hanteer.</p>	<ul style="list-style-type: none"> Verbintenis tot voortreflikheid; en Kom verbintenisse en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Tree doeltreffend in interaksie met algemene publiek; Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3. Goeie begrip van dienslewering en gemeenskap se sosio-ekonomiese behoeftes 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Praat doeltreffend met die media oor dienslewingsake.
Persoonlike bevoegdheids					
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes na te kom. Dit word geopenbaar in 'n mens se</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Entoesiasies om nuwe projekte te bestuur; Aanvaar nuwe uitdagings; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Jaag projektoogmerke na; Druk self en motiveer ander vir resultate; Stel en bereik uitdagende doelwitte; Openbaar dryfkrag om dinge beter te doen; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Jaag projektoogmerke meedoënloos na; Dryf en motiveer ander; Bereik uitdagende doelwitte; Daarop gefokus om dinge beter te doen; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Daarop gefokus om seker te maak dat strategie- en program-/projekuitkomstes bereik word.

vermoë om op die taak gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.		<ul style="list-style-type: none"> Druk ander om by spertye te bly Behou en ontwikkel kontak met ander. 	<ul style="list-style-type: none"> Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing; en Tree op indien doelwitte/oogmerke nie bereik word nie. 	<ul style="list-style-type: none"> Dryf tyd- en begrotingsparameters om op projekte te lewer; en Behaal resultate deur te verseker dat oogmerke bereik word. 	
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Beplani en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Bestuur situasies in die omgewing wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Oop vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer.</p>	<ul style="list-style-type: none"> Toon sterk analitiese redeneringsvermoë; Sterk aandag aan besonderhede; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Openbaar logiese, gevolgsgedrewe denke; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Hanteer hoe vlakke van kompleksiteit en verduidelik sake aan ander; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; Dink oorspronklik; en Openbaar insig wat ander nie het nie.

<p>Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> Kan detailoriëntering met grootprentjedenke versoen; Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en Onderzoek deeglik en oorweeg gevolge en risiko's betrokke by optrede. 	<ul style="list-style-type: none"> Kom vorendag met kreatiewe en unieke idees; en Oorweeg alternatiewe. 	
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> Toon gewilligheid om nuwe dinge te leer en kennis in te win; Neem aan gereelde ekstere aktiwiteite deel; en Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bly op hoogte van veranderinge in die bedryf; en Bevorder beste praktyk. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Skep 'n leeromgewing; en Moedig ander aan om te leer en te deel uit foute en deel ondervindinge. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 4; en Behoort aan 'n netwerk in die bedryf.
<p>6. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van</p>	<ul style="list-style-type: none"> Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend. Onderzoek deeglik en oorweeg gevolge en risiko's betrokke by optrede; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; Kom vorendag met kreatiewe en unieke idees; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 4; Sien probleme vooruit en vorm strategieë om potensiele impak teë te werk; en Stel voorsorgmaatreëls in om seker te maak dat

gevolge en implikasies. Kan die groot prentjie sien.	<ul style="list-style-type: none"> Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsaak in ag neem. 	<p>probleme benader word;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 oorlog met die belanghebbendes, los dit op en monitor dit. 	probleme nie in die toekoms weer voorkom nie.
Bestuurs-/leierskapsbevoegdhede					
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Dwing respek af by kollegas. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; Kan ander oortuig, ooreed en beïnvloed; en Beïnvloed senior bestuur doeltreffend. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Beïnvloed uitvoerende bestuur en politici doeltreffend.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Toon inisiatief en selfvertroue in omgang met ander; Kan op 'n multidisiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Bestuur spanprestasie, gee erkenning aan spanbydraes en beloon doeltreffende diensleweringgefokusde uitkomstes van spanne.

<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<p>vaardighede en kennis van spanlede.</p> <ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; Omskep GOP/munisipaliteit se doelwitte vir die brand- en redding- funksionele gebied in die munisipaliteit.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë; en Artikuleer take en verwagtinge duidelik en stel realistiese standaarde. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsgrypings 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 ontwikkelingsgrypings in om by die persoon se leerstyl te pas; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; Dryf die aantrekking, integrasie, ontwikkeling en behoud van personeel in die diens aan deur doeltreffende implementering van meganismes om mentoring- en afrigtingspraktyk te steun; en Mentor personeel wat aan hierdie rol rapporteer.

			<p>of moeilike situasies te hanteer;</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.	
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BEVOEGDHEIDSRAMWERK VIR FORENSIESE SPESIALIS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> Assistent- forensiese spesialis 	<ul style="list-style-type: none"> Forensiese spesialis 	<ul style="list-style-type: none"> Senior forensiese spesialis 	<ul style="list-style-type: none"> Eerste forensiese spesialis Assistentbestuurder: Forensiese dienste
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Doen forensiese werk volgens voorgeskrewe norme en standaarde onder die algemene leiding van 'n ervare forensiese spesialis; 	<ul style="list-style-type: none"> Doen professionele forensiese werk onder die algemene leiding van 'n ervare senior forensiese spesialis. 	<ul style="list-style-type: none"> Lei, hou, beheer die forensiese werk en hou toesig oor forensiese spesialis. 	<ul style="list-style-type: none"> Bestuur, lei, hou, beheer die forensiese werk en hou toesig oor senior/forensiese spesialiste.
ONDERVINDING	<ul style="list-style-type: none"> 0-2 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding nodig wat 2 jaar ondervinding as toesighouer insluit. 	<ul style="list-style-type: none"> 8 jaar van meer toepaslike ondervinding (wat 2 jaar ondervinding as toesighouer insluit) wat alle aspekte van die forensiese funksie dek.
KWALIFIKASIE	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie in of finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie in of finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie in of finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie in of finansies/ rekeningkunde, ouditering, regs-, forensiese ondersoeke of inligtingstegnologie; en Rekenaargeletterdheid: MS Office

BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
Kern- professionele bevoegdhe				
1. Skriftelike kommunikasie Die vermoë om komplekse forensiese inligting in verstaanbare dokumente vir spesifieke gehore oor te dra.	<ul style="list-style-type: none"> Berei oorwoë konsep-skriftelike kommunikasie van hoë gehalte voor; en Proeflees dokumente akkuraat met groot aandag aan besonderhede. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Berei duidelike en bondige dokumente voor wat min wysigings nodig het; en Kommunikeer doeltreffend skriftelik. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Aanvaar primêre verantwoordelikheid; Berei dokumente voor met minimale kontrolering deur toesighoudende forensiese praktisyner; en Werk doeltreffend saam met kollegas aan groter skryfprojekte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Aanvaar bestuurs-verantwoordelikheid om minder ervare praktisynerse werk te hersien en te redigeer.
2. Mondelinge kommunikasie Die vermoë om komplekse forensiese/etiese konsepte op 'n verstaanbare en oortuigende manier te artikuleer.	<ul style="list-style-type: none"> Druk oogpunte, raad en forensiese/etiese standpunte doeltreffend en gepas uit oor eenvoudige sake binne sowel as buite munisipaliteit. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; en Beveel posisies oor komplekse sake doeltreffend en gepas aan in munisipaliteit. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.
3. Aanbeveling/onderhandeling	<ul style="list-style-type: none"> Verstaan posisies, gevolgtrekkings en 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3;

<p>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.</p>	<p>aanbevelings aan toesighouers.</p>	<ul style="list-style-type: none"> • Toon 'n begrip van basiese aanbevelings- en onderhandelingsbeginsels; en • Pas aanbevelings- en onderhandelingsbeginsels toe op bereiking van klientoogmerke. 	<ul style="list-style-type: none"> • Stel die doelwitte en oogmerke van kliënte vas; • Berei voor vir onderhandelinge, insluitende 'n deeglike begrip van die tegniese vereistes en verdienstelikhede van elke posisie; • Neem 'n gepaste aanbevelings-/onderhandelingsstyl aan in reaksie op die betrokke kwessies en persoonlikhede; en • Lê kreatiwiteit aan die dag in die bereiking van oplossings wat klientoogmerke bereik. 	<ul style="list-style-type: none"> • Openbaar 'n verskeidenheid aanbevelings-/onderhandelingsvaardighede en -strategieë; en • Pas hierdie vaardighede en strategieë toe om optimale resultate vir kliënte te bereik.
<p>4. Etiek en professionalisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.</p>	<ul style="list-style-type: none"> • Verstaan en volg munisipale beleid, insluitende die etiese en gedragskode; en • Kan betrokke bedrogrisiko's in alternatiewe handelingswyses identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewehandelswyses; en • Beveel gepaste optrede aan by toesighoudende praktisyne. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Herken potensiele belangebotsings onder toepaslike professionele standaarde; • Identifiseer ander netelinge 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 	<ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • Beveel 'n aanbeveling aan en toon hoe die aanbeveling die gewenste oogmerke sal bereik. 	
<p>5. Organisasoriese bewustheid</p> <p>Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van regsbesluite op die publiek en die funksionering van die verskillende direktorate.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 diensleweringssuitdagings. 	<ul style="list-style-type: none"> • 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				
<p>1. Forensiese ondersoek</p> <p>Kan hoofbeginsels van bedrogriskobestuur vir die organisasie toepas om bedrogrisiko's sover moontlik te verminder.</p>	<ul style="list-style-type: none"> • Dra by tot die uitvoering van forensiese ondersoeke; • Gebruik forensiese ondersoekmetodologie in 'n forensiese taak; • Verstaan die verantwoordelikhede, funksies en eienskappe van die munisipaliteit; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Omskep oogmerke in spesifieke planne; • Bepaal en verduidelik bedrogriskotegniese; • Dra by tot forensiese ondersoeke; • Berei konsep- forensiese ondersoekverslae voor; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Bepaal en verduidelik bedrogrisiko-assesseringstegniese; • Dra by tot die beplanning van 'n forensiese ondersoek; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Koördineer en beheer forensiese aktiwiteite vir bedrogriskobestuur van die munisipaliteit.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 bevindings van forensiese ondersoek; en • Verstaan beheerbeginsels, soos skeiding van funksies. 	<ul style="list-style-type: none"> • Pas beheerbeginsels toe, soos skeiding van funksies; • Koördineer pogings met ander versekeringsverskaffers; en • Implementeer die proses om verslag te doen oor bevindings van forensiese ondersoek. 	
<p>2. Navorsing en ontleding</p> <p>Vermoë om 'n forensiese probleem in samestellende dele op te breek, hoofsaak te identifiseer, gesag in die vorm van statute en presedentereg op te spoor en grondige regsredenasies saam te stel om 'n posisie te steun.</p>	<ul style="list-style-type: none"> • Identifiseer toepaslike sake en feite; • Spoor gesag en/of presedentereg gepas vir die saak toe; en • Pas gesag toe op die beskikbare feite. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Bestuur feiteondersoek en deleger 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 kliente gegrond op ontleding; en • Prioritiseer alternatiewe handelswyses gegrond op navorsing en ontleding. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 kliente en ander oor.

Bevoegdheede ten opsigte van openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en met hulle klaarkom; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheede 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheede 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 geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdheede 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheede 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheede 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheede 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 omstredende 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.

<p>3. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortrefflikheid; en • Kom verbintenis en belofte oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Tree doeltreffend in interaksie met algemene publiek; • Vestig 'n samewerkende verhouding met die gemeenskap; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
Persoonlike bevoegdhede				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiel om uitdagende doelwitte te stel en te bereik, spertye te bereik en belofte 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projektoeslag 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.

	<ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<p>het 'n kalmerende invloed op ander.</p>	<ul style="list-style-type: none"> • Beplan en inisieer nuwe maniere om vooruit te gaan. 	
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Slaan verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • 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.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • 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 • Onderzoek deeglik en oorweeg gevolge en risiko's betrokke by optrede. 	<ul style="list-style-type: none"> • 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.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te</p>	<ul style="list-style-type: none"> • Toon gewilligheid om nuwe dinge te leer en kennis in te win; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Verstaan eie sterk en swak punte en tree op om gaping tussen kennis en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Behoort aan 'n netwerk in die bedryf; • Skep leeromgewing; en

ontwikkel en op deurlopende selfverbetering te fokus.	<ul style="list-style-type: none"> • Neem aan gereelde eksterne aktiwiteite deel; en • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). 	<p>vaardighede kleiner te maak; en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 	<ul style="list-style-type: none"> • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
Bestuur/leierskap				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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;

				<ul style="list-style-type: none"> • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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

		moeilike situasies te hanteer.	produktiewe manier in die werksomgewing toe; <ul style="list-style-type: none">• 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; <ul style="list-style-type: none">• 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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BEVOEGDHEIDSRAMWERK VIR GEOMATIKA

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstittels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Geomatikategnikus Opmetingstegnikus Fotogrammetriestegnikus Afstandswaarnemingstegnikus 	<ul style="list-style-type: none"> Senior geomatikategnikus Senior opmetingstegnikus Senior fotogrammetriestegnikus Senior afstandswaarnemings-tegnikus 	<ul style="list-style-type: none"> Eerste geomatikategnikus Eerste opmetingstegnikus Eerste fotogrammetriestegnikus Eerste afstandswaarnemings-tegnikus 	<ul style="list-style-type: none"> Geomatikahoof Geomatikabestuurder
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Pas basiese begrippe en kennis toe op aspekte in die dissiplines van opmeting, fotogrammetrie of afstandswaarneming; en Help die senior tegnikus en is vertrouwd met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, kaarttekening. 	<ul style="list-style-type: none"> Pas teoretiese kennis toe op aspekte in die dissiplines van opmeting, fotogrammetrie of afstandswaarneming; en Help die tegnoloog en is vertrouwd met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, datastelproduksie en uitsetaanbieding. 	<ul style="list-style-type: none"> 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 beroeps persone te mentor. 	<ul style="list-style-type: none"> As vlak 3; en Bestuur van 'n span van senior beroeps persone/tegnoloë.
ONDERVINDING	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding ná kwalifikasie nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding ná kwalifikasie nodig. 	<ul style="list-style-type: none"> 8 jaar en meer toepaslike ondervinding ná kwalifikasie nodig wat alle aspekte van die geomatikafunksie dek.
KWALIFIKASIE	<ul style="list-style-type: none"> 'n Toepaslike tegniese tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma in geomatika; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike tegniese tersiëre kwalifikasie, verkieslik 'n Nasionale Diploma in geomatika; Registrasie met SAGR in 'n toepaslike tegnikuskategorie. (Registrasie is opsioneel); en 	<ul style="list-style-type: none"> 'n Toepaslike tegniese of professionele tersiëre kwalifikasie, verkieslik 'n BTech of B-graad op die gebied van geomatika. Registrasie met SAGR in 'n toepaslike tegnikus- of 	<ul style="list-style-type: none"> 'n Toepaslike professionele tersiëre kwalifikasie, verkieslik 'n 4-jaar- professionele B-graad op die gebied van geomatika; Registrasie met SAGR in 'n toepaslike professionele

		<ul style="list-style-type: none"> • Rekenaargeletterdheid: MS Office 	professionele kategorie. (Registrasie is opsioneel); en <ul style="list-style-type: none"> • Rekenaargeletterdheid: MS Office 	kategorie. (Registrasie vereis); en <ul style="list-style-type: none"> • Rekenaargeletterdheid: MS Office
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
PROFESSIONELE BEVOEGDHEDE				
1. Organisasionele 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 direkteur; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaalplanne in lyn met munisipaliteit se doelwitte en oogmerke; • Kennis van die munisipaliteit se funksionele direkteur/departemente en verstaan integrasie oor hierdie direkteur; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Dra inligting by tot hantering van die munisipaliteit se diensleweringsoogmerke. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 direkteur/departemente en verstaan strategiese integrasie daarvoor; 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	<ul style="list-style-type: none"> • Identifiseer bronne van inligting en gebruik dit; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Beveel innoverende denke by probleemoplossing aan; en

<p>kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 inkonsekwentheid 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 ooppunte en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word. 	<ul style="list-style-type: none"> • 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 hoofsaak 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 regverdigte besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite. 	<ul style="list-style-type: none"> • Versamel inligting en idees van buite tot voordeel van die munisipaliteit.
<p>3. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan</p>	<ul style="list-style-type: none"> • Beplan take daaglik volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Beplan take vir self en ander maandeliks; • Berei gedelegeerde planne vir ander weekliks voor; en

en dan daardie aktiwiteite volgens plan uit te voer.	<ul style="list-style-type: none"> Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie. 	<ul style="list-style-type: none"> Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> Voer take uit of delegeer dit na die gepaste individue 	<ul style="list-style-type: none"> Hou forums om beplanning op die langer termyn (1 tot 5 jaar) te bespreek en konsolideer insette.
<p>4. Inligtingsbestuur</p> <p>Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.</p>	<ul style="list-style-type: none"> Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaai 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Kan potensieel beduidende risiko's te ontlee 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 kwartaallike risikotendense sowel as leemtes en duplikasies; en Gaan gehalte van data na wat in bestuursageware ingevoer is en onttrek akkurate verslae. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Bestuur, hersien en ontlee 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				
<p>1. Geo-ruimtelike data-insameling</p> <p>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</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; 'n Goeie begrip van bronne van foute, waarskynlikheid en statistiese ontleding volgens eie praktykgebied; Is vertrouwd met moderne GPS, opmetingsinstrumente, LIDAR en lugbeeldvormingsensors en fotogrammetrie; en Is vertrouwd met die konsep van 3D-modelbou. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Verduidelik komplekse kartering-/opnamekwessies aan kliënte; Reageer gepas op kliëntebehoefes. Vertrouwd met alle geomatikaspesifikasies en riglyne volgens praktykgebied; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Bestuur die prosesse en standaarde die geo-ruimtelike data-insameling; Verseker die bestuur van verkrygde inligting.

tradisionele opmetingstegnieke gebruik.	<ul style="list-style-type: none"> • Gebruik datavasleggingsinstrumente en tegnologie en gebruik nagaan-tegnieke; en • Verstaan die elemente wat bydra tot datagehalte en nagaanmaatstawwe. 		<ul style="list-style-type: none"> • Verstaan opnamekontrakte en -spesifikasies (in samewerking met senior kollegas). 	
<p>2. Geomatikastelsels en -sageware</p> <p>Die vermoë om toepaslike geomatika-instrumente en -sageware 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.</p>	<ul style="list-style-type: none"> • Voer basiese datavaslegging in 'n dissipline uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Openbaar sagewarevaardighede in 'n dissipline met gevorderde sageware-instrumente. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Gebruik pasmaakinstrumente om taakspesifieke instrumente te skep; en • Kan bykomende maar verwante sagewarepakkette gebruik indien nodig, en toon daardeur aanpasbaarheid en deeglike begrip van die betrokke dissipline. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Goed vertrouwd met die werking van rekenaarsagewarepakkette.
<p>3. Opmeting</p> <p>Hierdie bevoegdheid dek aspekte van topografiese en ingenieursopmeting. Dit behels die versameling, verwerking, ontleding en verspreiding van geo-ruimtelike data.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Aanvaar volle verantwoordelikheid vir opmeetprojekte ooreenkomstig goedgekeurde spesifikasies, prosedures en klantvereistes; • Vind, hanteer en assesseeer 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

		<ul style="list-style-type: none"> • 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 vertrou met moderne opmeetinstrumente en verstaan gehaltebeheermaatreëls. 	<ul style="list-style-type: none"> • Beplan en onderneem vervormingsotledingsprojekte; en • Monitor gebou- en struktuurbewegings volgens spesifieke tydryne. 	
<p>4. Meting van grond en eiendom</p> <p>Datavaslegging en opmeting/meting van grond. Hou verband met landmeting, kadasteropmeting en gemete gebouopname.</p>	<ul style="list-style-type: none"> • 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 datavoortelling en die gebruik van gepaste datavasleggingstegnieke om opname-uitsette te bereik; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Gebruik gevorderde datavasleggingsinstrumentasie soos weerkaastrlose 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 napersesseringstegnieke wanneer nodig; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Ten volle vertrou met alle wetgewing, regulasies en spesifikasies oor geomatika; • Verstaan basiese beginsels oor deeltitelplanne en landmetersertifikate; • Gee raad oor gepaste datavasleggingstegnieke; • Verduidelik komplekse landmetersdatategnieke en terminologie aan kliente; • Beskryf die beginsels van metadata en eiendomsdatainligting en versoenbaarheid; • Onderneem deeltitelopmetings en opstel van planne; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Teken regsdokumente soos bakenooreenkomste af; • Voorsien getuienis vir verteenwoordiging voor hof; • Voorsien insette by grensgeskilte, ens.; en • Ampsdraer as kommissaris van ede.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 servitute op; • Skep servitute en verstaan implikasies daarvan; • Meet op en skep LM-sertifikaat; • Bestuur en organiseer alle vereiste grondgebruikgoedkeurings en -prosesse; en • Dien landmetersverslae in by SGO. 	<ul style="list-style-type: none"> • Bestuur opmetings vir grensgeskillte en -oorskrydings. 	
<p>5. Geo-ruimtelike kartering en modellering</p> <p>Die produksie van digitale elevasiemodelle, digitale terreinmodelle, 3D-modellering of enige vorm van geografiese uitset insluitende 3D- GIS datavaslegging en uitset.</p>	<ul style="list-style-type: none"> • Verstaan beginsels van geomatika; • Kennis van 'n verskeidenheid van sagewaretoepassings en instrumente; • Bewus van datavasleggingstegnieke en die uitkrinteffekte op akkuraatheid en presiesheid; • Verwerk en bestuur 'n verskeidenheid geo-ruimtelike datatipes; en • Lê verskillende 3D-datastelle vas. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Ten volle vertrouwd met die produksie van digitale terreinmodelle, digitale elevasiemodellering en dataintegrasietegnieke; • Voorsien geo-ruimtelike dienste aan kliënte; • Voer gespesialiseerde geo-ruimtelike ontleding en projekte uit (bv. vloedontleding, uifers akkurate kontoermeting, veranderingsopsporing, nabyinfraroobeelding, siglyntonntleding); 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Maak seker dat geo-ruimtelike datadienste aan kliënte gegee word; • Bestuur die verkryging van geo-ruimtelike datavalle insluitende lugbeelde, skuins beelde, Lidar-data, digitale terreinmodelle, 3D-boumodelle; en • Gespesialiseerde geo-ruimtelike konsulering.

		<ul style="list-style-type: none"> • 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 puntwolkkdata. 	<ul style="list-style-type: none"> • Bestuur en onderhou etlike geo-ruimtelike databasisse; en • Voorsien geo-ruimtelike konsulering. 	
<p>6. Afstandswaarneming</p> <p>Gebruik afstandswaarnemingbeelde om beeldontleding te doen om data te verkry.</p>	<ul style="list-style-type: none"> • Verstaan die basiese beginsels van afstandswaarneming; • Voltooi beeldverwerking; • Is vertrouwd met verskillende soorte afstandswaargeneemde data; • Openbaar 'n vermoë om visuele beeldinterpretasie uit te voer; • Ontleed data van aktiewe en passiewe sensors; en • Voer beeldmosaieksamestelling uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheide 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheide 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 beeldmosaieksamestelling uit; en • Bly op hoogte van jongste tegnologiese ontwikkelings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheide uit vlak 1 tot 3; • Gee raad oor afstandswaarneming; en • Pas verskillende beeld- en dataverkrygingsprosesse toe.
<p>7. Fotogrammetrie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheide uit vlak 1; • Interpreteer vliegtoegkamerakalibrerings; • Kan fotogrammetriese toerusting opstel; • Voer beeldbalansering, gehaltebeheer en mosaieksamestelling uit; • Verwerk DEM-data; 	<ul style="list-style-type: none"> • Openbaar bevoegdheide 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheide 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.

	<ul style="list-style-type: none"> • Bevoeg om fotogrammetriese sagtewaretoepassings te gebruik. 	<ul style="list-style-type: none"> • Lê 3D-data vas en bewaar dit in geodatabasisse; • Verwerk, redigeer en doen gehalteversekering op 3D-data; en • Bestuur fotogrammetrieprojekte. 	fotogrammetrie, insluitende vliegflugkamas.	
<p>8. Data-uitruiling</p> <p>Manipuleer, ontleed en visualiseer data om die genoemde vereiste te bereik.</p>	<ul style="list-style-type: none"> • Verstaan verskillende ruimtelike dataformate en ken datatipes toe; en • Verstaan die basiese beginsels van projeksies en ellipsoiede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Kan geskiktheid vir gebruik van ruimtelike data assesser. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Verseker nakoming van SDI ten opsigte van metadata; en • Verseker nakoming van korporatiewe ruimtelike standaarde en werkvloei.
<p>9. Databasisontwerp en -bestuur</p> <p>Die vermoë om databasisse te implementeer, te ontwerp en te bestuur.</p>	<ul style="list-style-type: none"> • Openbaar 'n begrip van gerekenariseerde databasisbestuurstelsels; • Ontwikkel eenvoudige SQL-navrae; • Bewys van die beginsels van ruimtelike data in databasisse; en • Skep en gebruik 'n eenvoudige plaaslike persoonlike databasis, bv. lêer geodatabasis, ens. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Ontwerp en ontwikkel 'n databasistoepassing; en • Voer lewensiklusbestuur van tydruimtelike data uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Maak seker dat databasisbestuurspraktyke geïmplementeer word.

<p>10. Professionele gedrag</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Ontwikkel, implementeer en bestuur 'n projek- of aktiwiteitsplan; • Neem deel aan die verduideliking van sake oor 'n konsuleringsinteraksie; en • Verseker dienslewering deur persoonlike kontak. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Werk professioneel en gebruik foutspringstegnieke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>11. Beeldontleding</p> <p>Die vermoë om beelde te gebruik in prosesse: beeldverwerking, fisiese beginsels van afstandswaarneming, ruimtelike statistiek, voorspelling en simulاسie.</p>	<ul style="list-style-type: none"> • Verstaan die beginsels van afstandswaargeneemde beelding; • Voer basiese beeldontledingstake uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Administreer die beeldverkyngingsproses; en • Gee raad oor en konsulteer oor beeldproduktiewerkvloei en -spesifikasies.

		<ul style="list-style-type: none"> • Verstaan en pas die proses van beeldmosaïeksamestelling toe. 	<ul style="list-style-type: none"> • Stel beeldverkryging, -prosessering en produkspesifikasies saam. 	
<p>12. Ruimtelike bewustheid</p> <p>Die vermoë om fisiese waarneming, grafiese, kartografiese kommunikasie (insluitende interpretasie, inligtingsgebruik en kennisinname) te besit en te verstaan.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Verstaan dataverhoudings en hoe om ruimtelike navrae te hanteer; en • Bewus van ruimtelike navrae, verbindings en verhoudings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Verstaan gevorderde beginsels van ruimtelike data en dataverhoudings.
<p>13. Ruimtelike ontleding</p> <p>Die vermoë om ruimtelike navrae uit te voer en kartografiese modelle te bou.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Verwerk en/of skep eenvoudige kartografiese modelle onder toesig; • Voer ruimtelike foutontleding uit; • Voer 2,5D-vektoroppervlaknavrae 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Bou geoutomatiseerde datanavrae tussen datastelle; en • Verwerk en/of skep komplekse kartografiese modelle. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Goed vertrouwd daarmee om ruimtelike ontleding uit te voer.
<p>14. Inligtingstegnologie</p> <p>Die vermoë om inligtingstegnologie en -tegnieke te gebruik om programme in die GIS-</p>	<ul style="list-style-type: none"> • Pas eerstelinieprobleemoplossings- en diagnostiese tegnieke op toestelle toe; • Kan doeltreffend met IT-praktisyne te kommunikeer; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Pas die beginsels van rekenaarprogrammering toe; • Kan 'n teks lees en basiese wysigings aanbring; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; en • Pas die beginsels toe om 'n rekenaarprogram te skep deur 'n voorwerpgeoriënteerde en/of prosessuele 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Maak seker koppelvlak met die IT-departement is daar om programme in die GIS-omgewing te steun.

omgewing te hou. Kan met IT-praktisyns kommunikeer.	<ul style="list-style-type: none"> Het 'n basiese begrip van die beginsels van rekenaarprogrammering. 	<ul style="list-style-type: none"> Kommunikeer vaardig met sagtewaresteun. 	<p>programmeertaal te gebruik deur 'n skripinstrument te gebruik.</p>	
<p>15. Konsultasie</p> <p>Voorsien konsultasiedienste aan 'n verskeidenheid kliënte vanaf projekbegin tot voltooiing. Konsultasie vind plaas op die gebiede van geomatika met betrekking tot die kwalifiserende dissipline.</p>	<ul style="list-style-type: none"> Verstaan die belangrikheid om oor 'n duidelike kontrak met kliënte ooreen te kom; Verstaan die nodigheid vir die beplanning, tydreeëling 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Berei konsultasiediensteplanne 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Berei klientopdragte voor; Werk verslae aan kliënte by; Kom ooreen oor klientkontrakte; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Kan raad gee oor tegniese sake in geomatikatendersspesifikasies; Bestuur tender- en verkrygingsprosesse; en Voer veranderingsbestuur uit.
Bevoegdhede ten opsigte van openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en met hulle klaarkom; Kommunikeer doeltreffend; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

			voorstelle in waar geregverdig; <ul style="list-style-type: none"> Onderhandel vaardig in moeilike situasies met sowel interne as ekstere 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.	<ul style="list-style-type: none"> Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Lê komplekse kwessies duidelik en bondig vas; Dra alternatiewe ooggpunte 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. Dienslewingsoriëntering 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.	<ul style="list-style-type: none"> Verbintenis tot voortreflikheid; en Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Tree doeltreffend in interaksie met algemene publiek; en Openbaar dienslewering deur gepaste en doeltreffende maatreëls te gebruik. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Professioneel in interaksie met algemene publiek en belanghebbendes. Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; Bestuur gemeenskapsverwagtinge 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Praat doeltreffend met die media via goedgekeurde kanale oor dienslewingsake; en Monitor die vordering van dienslewering.

			binne finansiële, tegniese en kapasiteitsbeperkings; en	
			<ul style="list-style-type: none"> Bestuur doeltreffende dienstlewering deur moniteringsinstrumente en -prosedures. 	
<p>4. Klientoriëntering en klientefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; en Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klientediens te lewer. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; Implementeer klientevredenheidsterugvoer om verskaffing van gehaltdiens te verseker; en Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (bv. Prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
Persoonlike bevoegdhe				
<p>1. Aksie-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Snap nuwe uitdagings geesdriftig; Lê inisiatief aan die dag; en Tree vinnig op. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Jaag projekkoogmerke 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Bestuur die lewering van projekte binne tyd en begroting suksesvol.
<p>2. Volharding</p>	<ul style="list-style-type: none"> Bly kalm en gefokus onder druk; Beheers eie emosies; en 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en

Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae	<ul style="list-style-type: none"> Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> Aanvaar kritiek oor prestasie gemeedelik en handhaaf werkstandaarde; Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> Beplan en inisieer nuwe maniere om vooruit te gaan; en Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
3. Geredheid 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.

		<p>vaardighede kleiner te maak; en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 		
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermydenke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>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.</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bevorder deursigtige en aanspreklike munisipale administrasie.

Bestuurs-/leierskapsbevoegdhede				
			• Tree beslis op teen korrupte en oneerlike gedrag.	
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasilleringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan 'n span deel; Toon bedagsaamheid teenoor ander; en Kan saam met 'n multidisiplinêre span werk; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Toon inisiatief en selfvertroue in omgang met ander; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> 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

<p>4. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingryps 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer. • Openbaar bevoegdheidsvlak 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 prestasiemaatreels in hooftrekke beskryf; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingryps 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 hier toe beperk nie.)	<ul style="list-style-type: none"> GIS-operateur/GIS-ontleder 	<ul style="list-style-type: none"> Senior GIS-ontleder 	<ul style="list-style-type: none"> Eerste GIS-ontleder 	<ul style="list-style-type: none"> Hoof van GIS, GIS-bestuurder
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Pas basiese begrippe en kennis op aspekte in die dissipline toe; en Help die senior ontleder met en is vertrouwd met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, kaarttekening ens. met gepaste toesig. 	<ul style="list-style-type: none"> Pas teoretiese kennis toe op 'n aspek van die dissipline en voorsien spesialisraad aan kliente; en Help die tegnoloog en is vertrouwd met funksies soos datavaslegging, datamanipulering, ruimtelike modellering, databestuur, kaarttekening, ens. 	<ul style="list-style-type: none"> Volgens vlak 2 vertrouwd 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. 	<ul style="list-style-type: none"> Volgens vlak 3; en Bestuur van 'n span van senior beroepspersone/tegnoloë.
ONDERVINDING	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding vereis. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding ná kwalifikasie nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding ná kwalifikasie nodig. 	<ul style="list-style-type: none"> 8 jaar en meer toepaslike ondervinding ná kwalifikasie nodig wat alle aspekte van die GIS-funksie dek.
KWALIFIKASIE	<ul style="list-style-type: none"> 'n Toepaslike tegniese tersiëre kwalifikasie in GIS; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike tegniese tersiëre kwalifikasie in GIS; Registrasie by SAGC as GIS-technikus of -tegnoloog (registrasie opsioneel); en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike tegniese of professionele tersiëre kwalifikasie in GIS; Registrasie by SAGC as GIS-technoloog of pberoepspersoon (registrasie opsioneel); en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike professionele tersiëre kwalifikasie in GIS; Registrasie by SAGC as GIS-technikus of -tegnoloog (registrasie vereis); en Rekenaargeletterdheid: MS Office

BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
PROFESSIONELE BEVOEGDHEDE				
<p>1. Organisasoriese bewustheid</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaalike 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 diensleweringsoogmerke. 	<ul style="list-style-type: none"> • 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 daarvoor; en • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.

<p>2. Probleemoplossing</p> <p>Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 inkonsekwentheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 intelligensiedrewe benadering by komplekse situasies; • Identifiseer tendense in statistiese data; • Ontleed inligting om moontlike toekomstige probleme te identifiseer; • Identifiseer die hoofsaak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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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<p>3. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Beplan take daaglik 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Beplan take weekliks; • Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit of delegeer dit na die gepaste individue. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>4. Inligtingsbestuur</p> <p>Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.</p>	<ul style="list-style-type: none"> • Verkry/onttrek data uit spesifieke bronne volgens versoeke, uit bv. sigblaai 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 kwartaalike risikotendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursageware ingevoer is en onttrek akkurate verslae. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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				
<p>1. Datavaslegging</p> <p>Versameling, vaslegging en uitruiling van GIS-data met/uit verskillende formate en bronne.</p>	<ul style="list-style-type: none"> • Openbaar kennis van vasleggingsmetodes vir primêre ruimtelike data; • Ontwikkel 'n basiese begrip van geografiese inligtingstelsel- 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Kan geskiktheid vir gebruik van ruimtelike data assesseer; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Openbaar 'n deeglike begrip van GIS-/GPS-tegnologie; • Skep 'n standaardwerkprosedure vir 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Verseker nakoming van SDI ten opsigte van metadata;

	<p>(GIS-)datastrukture vir dataverkryging;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Kan velddata vasleggingstoestelle gebruik; • Kan geo-inligting uit sekondêre databronne vaslê; • Hou toesig oor die vaslegging van geoinligting van sekondêre databronne; • Beplan en gaan die vaslegging geoinligting van sekondêre databronne na; • Openbaar kennis van bronne van ruimtelike data; en • Verstaan en bestuur datafoute met betrekking tot ruimtelike data. 	<p>datavaslegging van geoinligting;</p> <ul style="list-style-type: none"> • Verstaan kwessies wat die gehalte van data beïnvloed; • Bestuur gehalteversekeringstandaarde; • Reageer gepas op kliëntebehoefes; • Vertroud met alle GIS-spesifikasies en riglyne oor area van praktyk; en • Verstaan GIS-kontrakte en -spesifikasies (in samewerking met senior kollegas). 	<ul style="list-style-type: none"> • Verseker nakoming van korporatiewe ruimtelike standaarde en werkvloei; en • Bestuur GIS-tenders en kontrakte.
<p>2. Data-uitruiling</p> <p>Manipuleer, ontleed en visualiseer die data om aan die genoemde vereistes te voldoen.</p>	<ul style="list-style-type: none"> • Verstaan verskillende formate van ruimtelike data en ken datatipes toe; en • Verstaan die basiese beginsels van projeksies en ellipsoiede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Kan geskiktheid vir gebruik van ruimtelike data assessee; en • Wysig kaartprojeksies. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Verseker nakoming van SDI ten opsigte van metadata; en • Verseker nakoming van korporatiewe ruimtelike standaarde en werkvloei.

<p>3. Databasisontwerp en -bestuur</p> <p>Die vermoë om databasisse te implementeer, te ontwerp en te bestuur.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Ontwerp en ontwikkel 'n databasistoepassing; en • Voer lewensiklusbestuur van tydruimtelike data uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Bestuur databasisontwerpvereistes vir die GIS-funksie.
<p>4. Professionele gedrag</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Ontwikkel, implementeer en bestuur 'n projek- of aktiwiteitsplan; • Neem deel aan die verduideliking van sake oor 'n konsuleringsinteraksie; en • Verseker dienslewering. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Werk professioneel en gebruik foutspringstegnieke 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 wettlike vereistes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Monitor en bestuur projekte en items op vlak 1-3; en • Doen verslag aan senior munisipale bestuurders.
<p>5. GIS-stelsels en -sagteware</p>	<ul style="list-style-type: none"> • Voltooi 'n oorspronklike basiese GIS-projek onder toesig; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en

Die vermoë om GIS-stelsels en -sagteware te gebruik en aan te pas by die spesifieke taak.	<ul style="list-style-type: none"> • Pas basiese GIS-sagtewarefunksies toe. 	<ul style="list-style-type: none"> • Openbaar sagtewarevaardighede met gevorderde GIS-instrumente. 	<ul style="list-style-type: none"> • Pas 'n generiese GIS aan by individuele spesifikasie; en • Kan bykomende GIS-sagtewaretoepassings gebruik indien nodig, en toon daardeur aanpasbaarheid en deeglike begrip van die dissipline. 	<ul style="list-style-type: none"> • Bestuur die GIS-stelsels en -sagtewarevermoënsvereistes vir die funksie.
<p>6. Beeldontleding</p> <p>Die vermoë om beelde te gebruik in prosesse: beeldverwerking, fisiese beginsels van afstandswaarneming, ruimtelike statistiek, voorspelling en simulasie.</p>	<ul style="list-style-type: none"> • Verstaan die beginsels van afstandswaargeneemde beelding; • Voer basiese beeldontledingstake uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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, -prosesserings en produkspesifikasies saam. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Administreer die beeldverkrygingsproses; en • Gee raad oor en konsulteer oor beeldprodukwerkvloei en -spesifikasies.
<p>7. Ruimtelike bewustheid</p> <p>Vermoë om visuele persepsie, grafiese, kartografiese kommunikasie (insluitende interpretasie, inligtingsgebruik en inwinning van kennis) uit te voer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Verstaan dataverhoudings en hoe om ruimtelike navrae te hanteer; en • Bewus van ruimtelike navrae, verbindings en verhoudings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Verstaan gevorderde beginsels van ruimtelike data en dataverhoudings.
<p>8. Ruimtelike ontleding</p> <p>Die vermoë om ruimtelike navrae uit te voer en kartografiese modelle te bou.</p>	<ul style="list-style-type: none"> • Voer basiese ruimtelike en gemengde navrae onder toesig uit; • Verstaan basiese konsepte en teorie van netwerke; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Verwerk en/of skep eenvoudige kartografiese modelle onder toesig; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bou geoutomatiseerde datanavrae tussen datastelle; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Goed vertrouwd daarmee om ruimtelike ontleding uit te voer.

	<ul style="list-style-type: none"> • Openbaar 'n basiese begrip van ruimtelike modellering in GIS; en • Verstaan konsepte van kartografiese modellering. 	<ul style="list-style-type: none"> • Voer ruimtelike foutontleding uit; • Voer 2,5D-vektoppervlaknavrae 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 kliente vereistes. 	<ul style="list-style-type: none"> • Verwerk en/of skep komplekse kartografiese modelle. 	
<p>9. Inligtingstechnologie</p> <p>Die vermoë om inligtingstechnologiebeginsels en -tegnieke te gebruik om programme in die GIS-omgewing te hou. Kan met IT-praktisyns kommunikeer.</p>	<ul style="list-style-type: none"> • Pas eerstelinieprobleemoplossings- en diagnostiese tegnieke op toestelle toe; • Kan doeltreffend met IT-praktisyns kommunikeer; en • Het 'n basiese begrip van die beginsels van rekenaarprogrammering. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Pas die beginsels van rekenaarprogrammering toe; • Kan 'n teks lees en basiese wysigings aanbring; en • Kommunikeer vaardig met sagtewaresteun. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>10. Konsultasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 klienteverwagtinge te bestuur; • Het 'n bewustheid van en respek vir vorme van verslagdoening; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Berei konsultasiediensteplanne 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Berei klientopdragte voor; • Werk verslae aan kliënte by; • Kom ooreen oor klientkontrakte; • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Kan raad gee oor tegniese sake in GIS-tenderspesifikasies; • Bestuur tender- en verkrygingsprosesse; en • Voer veranderingsbestuur uit.

	<ul style="list-style-type: none"> Het 'n bewustheid van die belangrikheid van vertroulikheid wanneer met sensitiewe inligting gewerk word. 		<ul style="list-style-type: none"> Kan komplekse metodologieë artikuleer in leke- en/of ander professionele taal. 	
Bevoegdhede ten opsigte van openbare diensoriëntering				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en kom met hulle klaar; Kommunikeer doeltreffend; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 verdienstelike 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. 	<ul style="list-style-type: none"> 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Lê komplekse kwessies duidelik en bondig vas; Dra alternatiewe ooggpunte 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. 	<ul style="list-style-type: none"> 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

<p>3. Dienslewering oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Tree doeltreffend in interaksie met algemene publiek; en • Openbaar dienslewering deur gepaste en doeltreffende maatreëls te gebruik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Professioneel in interaksie met algemene publiek en belanghebbendes; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; en • Bestuur doeltreffende dienslewering deur moniteringsinstrumente en -prosedures. 	<ul style="list-style-type: none"> • Gebruik taal en styl om die aandag van die gehoor te boei. • Openbaar bevoegdheid uit vlak 1 tot 3; • Praat doeltreffend met die media via goedgekeurde kanale oor diensleweringssake; en • Monitor die vordering van dienslewering.
<p>4. Klënt oriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliente wat bedien word; • Handhaaf duidelike kommunikasie met kliente 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (bv. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.

Persoonlik				
<p>1. Aksie-oriëntering</p> <p>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 energie te wees, te volhard en betroubaar te wees.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projektoogmerke 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 begrotings-toewysing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die lewering van projekte binne tyd en begroting suksesvol.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Staen 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

			interne omgewing sigbaar word; en <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Onderzoek 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Hanteer hoe vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Onderzoek 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

		<ul style="list-style-type: none"> Oortuig uitvoerende gesag van oopunte of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> 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 toegesprek word.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; en Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.

<p>4. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan in 'n multidissiplinêre span funksioneer; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Werk doeltreffend saam met mense uit ander organisasies/departemente. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 groepverbintenisse te bou (teenoor opdrag van persoonlike oogpunte); en • Skep sterk moreel/spangees. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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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BEVOEGDHEIDSRAMWERK VIR REGSADVISEURS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Assistentregsadviseur 	<ul style="list-style-type: none"> Regsadviseur 	<ul style="list-style-type: none"> Senior regsadviseur 	<ul style="list-style-type: none"> Eerste regsadviseur Spesialsadviseur
KENNIS	<ul style="list-style-type: none"> Verantwoordelik om te help met 'n verskeidenheid regsprojekte en/of pligte; Doen professionele regswork onder die algemene leiding en toesig van 'n regsadviseur, senior ervare prokureur; en Kan regsangeleenthede koördineer en fasiliteer wat eksterne regshulp nodig het. 	<ul style="list-style-type: none"> Verantwoordelik om 'n verskeidenheid komplekse toegewese regsprojekte te hanteer; en Doen professionele regswork onder die algemene leiding, toesigleiding en toesig van 'n ervare regsadviseur. 	<ul style="list-style-type: none"> Voer onafhanklik meer komplekse regsfunksies uit met minimale toesig; Hou toesig oor regsangeleenthede wat eksterne regshulp vereis; en Voorsien werkleierskap, funksionele raad en opleiding aan minder ervare regsadviseurs. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 0-2 jaar ondervinding nodig. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike regs ondervinding nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike regs ondervinding nodig. 	<ul style="list-style-type: none"> 8 jaar meer toepaslike regs ondervinding nodig.
KWALIFIKASIE	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiëre kwalifikasie, verkieslik 'n B-graad in die regte (LLB voordelig); en Rekenaargeletterdheid: MS Office.

BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
KERN- PROFESSIONELE BEVOEGDHEDE				
<p>1. Skriftelike kommunikasie/opstel</p> <p>Die vermoë om komplekse regsinsigting in verstaanbare dokumente vir spesifieke gehore oor te dra.</p>	<ul style="list-style-type: none"> • 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 diensvlakkooreenkomste, memorandum van verstandhouding, verslae, opinies ens. opstel. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Mondelinge kommunikasie</p> <p>Die vermoë om komplekse regskonsepte op 'n verstaanbare en oortuigende manier te artikuleer.</p>	<ul style="list-style-type: none"> • Druk ooggpunte, raad en regstandpunte doeltreffend en gepas uit oor eenvoudige sake binne sowel as buite munisipaliteit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Beveel posisies oor komplekse sake doeltreffend en gepas aan in munisipaliteit. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge voorleggingsvaardighede vir komplekse en sensitiewe onderwerpe en probleme.

			<ul style="list-style-type: none"> • Doen doeltreffend aanbevelings namens kliente en munisipaliteit binne sowel as buite die munisipaliteit. 	
<p>3. Aanbeveling/onderhandeling</p> <p>Die vermoë om kliente 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Toon 'n begrip van basiese aanbevelings- en onderhandelingsbeginsels; • Pas aanbevelings- en onderhandelingsbeginsels toe op bereiking van klientoogmerke; en • Verteenwoordig die munisipaliteit in verskillende geskiloplossingsforums. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Stel die doelwitte en oogmerke van kliente vas; • Berei voor vir onderhandelinge, insluitende 'n deeglike begrip van die tegniese vereistes en verdienstelike van elke posisie; • Neem 'n gepaste aanbevelings-/onderhandelingsstyl aan in reaksie op die betrokke kwessies en persoonlikhede; en • Lê kreatiwiteit aan die dag in die bereiking van oplossings wat klientoogmerke bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 kliente 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.
<p>4. Etiek en professionalisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.</p>	<ul style="list-style-type: none"> • Identifiseer en waarsku die regsadviseurs van potensiele belangebotsings en volg prosedures om konflik te hanteer; • Verstaan en pas munisipale beleid, kodes en regsgeenootskap- of balie-dissiplinêre reëls toe; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste gedragslyn by toesighoudende praktisyne aan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Herken potensiele belangebotsings onder toepaslike professionele standaarde; • Identifiseer ander netelige sake en los dit met kliente op; • Bevorder 'n kultuur van etiese gedrag; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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

	<ul style="list-style-type: none"> • Verstaan beskikbare hulpbronne in munisipaliteit om etiese kwessies op te los; en • Identifiseer betrokke risiko's en stel nuwe en alternatiewe handelingswyses voor om aan die risiko aandag te gee. 		<ul style="list-style-type: none"> • 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. 	<p>te bereik en voer dit uit terwyl toepaslike risiko's in ag geneem word; en</p> <ul style="list-style-type: none"> • Voer appèl- of hersienondersoek uit wat met die gedrag van beamptes/raadslede verband hou en/of help met goedkeuring van onafhanklike ondersoek en raad aan die munisipale bestuurder/raad oor stappe wat ingestel moet word.
<p>5. Organisasoriese bewustheid</p> <p>Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van regsbesluite op die gemeenskap en die funksionering van die verskillende direktorate.</p>	<ul style="list-style-type: none"> • Verstaan hoe die sake-eenhede, seksies en direktorate funksioneer; • Basiese kennis van die munisipaliteit (politie 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 diensleweringuitdagings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Hou toesig oor, rig en monitor regsadviseurs se bewustheid van doelwitte en oogmerke van plaaslike regering.
FUNKSIONELE BEVOEGDHEDE				
<p>1. Gedingvoeringsbestuur</p> <p>Die vermoë om regsgevalle wat teen die munisipaliteit gebring word, te bestuur deur toepassing van regsprosedures en bestuur</p>	<ul style="list-style-type: none"> • Het basiese administratiewe vermoë om gedingvoering te administreer en te bestuur deur ontvangs, optekening en bestuur van interne en eksterne regskorrespondensie, 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Ontleed en bestuur die oplossing van geringe tot beduidende regsgevalle; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Ontleed en bestuur beduidende tot groot regsgevalle; • Stel eksterne diensverskaffers (regsfirmas) wat die 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Ontleed en bestuur groot regsgevalle en sensitiewe en hoëprofiel sake; • Koördineer toewysing van werk aan regspraktisyns;

<p>van belanghebbendes om die regsbesluit op te los.</p>	<p>pleidooie, dagvaardings en ander hofdokumente wat op die instelling bestel word;</p> <ul style="list-style-type: none"> Het 'n basiese begrip van die reëls van verskillende howe, forums en geskiloplossingsforums; en Ontleed en bestuur die oplossing van geringe regsgevalle soos gedelegeer deur 'n regsadviseur. 	<ul style="list-style-type: none"> Vertrou met en verstaan hofstelsels en landdroshofpraktyke; Stel eksterne diensverskaffers (regsfirmas) aan wat die munisipaliteit verteenwoordig en asseeser opsies oor gedingvoeringsake; Stel lyndepartemente aan onder toesig van senior praktisyne om raad te gee oor regsgedinge; en Beveel optrede aan gebaseer op evaluasie van toepaslike feite en risiko's. 	<p>munisipaliteit verteenwoordig aan en bestuur hulle en asseeser opsies oor gedingvoeringsake;</p> <ul style="list-style-type: none"> 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 praktisyne; 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 getuieenis aangebied word en gedingvoeringsprosedure gevolg word. 	<ul style="list-style-type: none"> 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 gedraglyne; en Berei doeltreffende strategieë om gewenste oogmerke te bereik voor en voer dit uit tenwyl toepaslike risiko's in ag geneem word.
<p>2. Navorsing en ontleding</p> <p>Vermoë om 'n regsprobleem in samestellende dele op te breek, hoofsaak te identifiseer, gesag in die vorm van statute en presedentereg op te spoor en grondige regsredenasies saam te stel om 'n posisie te steun.</p>	<ul style="list-style-type: none"> Kan regs-konsep en onderwerp navors en dit in eenvoudige verstaanbare onderwerpe omskep; Identifiseer verskeie regsprobleme en los dit deur navorsings en ontleding op; Vors verskillende regs-onderwerpe na wat die munisipaliteit raak; Spoor gesag en/of presedentereg op wat op die saak betrekking het 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Verstaan en ontleed komplekse feitelike regsake en regs-konsepte; 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Hou toesig en monitor navorsing wat deur ondergeskiktes gedoen word; Bestuur feiteondersoeke en delegeer navorsing aan ander regspraktisyne en gee duidelike, georganiseerde take; Organiseer en sintetiseer werk, insluitende die werk van 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 direkteur, eenhede en seksies van die

	<ul style="list-style-type: none"> • Pas gesag toe op die beskikbare feite; en • Vors inligting na ter staving van die formulering van 'n benadering tot geskille. 	<ul style="list-style-type: none"> • 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. 	<p>ander, in 'n volledige, oorwoë ontleding;</p> <ul style="list-style-type: none"> • Voorsien praktiese raad aan kliente gegrond op ontleding; en • Prioritiseer alternatiewe handelwyses gegrond op navorsing en ontleding. 	munisipaliteit oor insluitende die raad en sy komitees.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliente. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte oor; • Organiseer besprekings logies; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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;

			<ul style="list-style-type: none"> • Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei. •
3. Diensleweringsooriëntering 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.	<ul style="list-style-type: none"> • Verstaan die kernogmerke van die munisipaliteit se diensleweringsoogmerk; • Verbind tot voortreflikheid; en • Kom verbintenisse en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringssake soos vereis.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie-oriëntering Die openbaring van 'n hoë werksetielik om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Gewillig om nuwe uitdagings aan te pak; • Jaag projekogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Bly kalm en gefokus onder druk; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te

volhard met doelwitte ten spyte van hindernisse en terugslae.	<p>moeilike situasies doeltreffend; en</p> <ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • 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.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Hanteer hoë vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; en • Oorweeg alternatiewe.

<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • 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				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>3. Rigtingbepaling</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3;

<p>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.</p>		<ul style="list-style-type: none"> • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> • Kan die direksoraat/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.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • Gewilligheid om afgerig en gementor te word; en • Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> • 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 ontwikkelingsbehoefes identifiseer en maatreëls voorstel om dit te bereik. 	<ul style="list-style-type: none"> • 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 sleun gee. 	<ul style="list-style-type: none"> • 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.

BEVOEGDHEIDSRAMWERK VIR BIBLIOTEEKINLIGTINGSDIENSTE

VLAK	1	2	3	4	5
TIPIESE LOOPBAANSTROOM (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Biblioteekassistent Senior biblioteekassistent 	<ul style="list-style-type: none"> Assistentbibliotekaris/ Bibliotekaris 	<ul style="list-style-type: none"> Senior bibliotekaris/ Eerste bibliotekaris 	<ul style="list-style-type: none"> Hoofbibliotekaris 	<ul style="list-style-type: none"> Distriks-/ Streeksbibliotekaris Distriks-/Streekhoof
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Pas basiese begrippe en kennis op aspekte in die biblioteek en inligtingsdiensdissipline toe; en Basiese begrip, kennis en toepassing van aspekte, beginsels, praktyke en prosedures in die biblioteek en inligtingsdiensdissipline. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Voer die volle omvang van aktiwiteite in die BID-dissipline in klein tot medium biblioteke uit; Hou toesig oor die personeel 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 gebruikersbehoefteontledingsprosesse; Kennis van toepaslike beleid, prioriteite en 	<ul style="list-style-type: none"> Voer al die aktiwiteite uit van BID-dissipline in 'n metrowyke kategorie biblioteek/teke; Bestuur die personeel 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; 	<ul style="list-style-type: none"> 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; Diepte-kennis van bestuursbeleid, -praktyke en -prosedures; Diepte-kennis en begrip van gemeenskapsbehoefes wat vasgestel is deur opnames en behoefteontleding oor gemeenskapsbiblioteek-dienste; Diepte-kennis van projekbestuurbeginsels, -praktyke en prosedures; Diepte-kennis van personeelontwikkeling,

			<p>regsraamwerk van die sektor;</p> <ul style="list-style-type: none"> • Kennis van bestuursbeginsels en -praktyk; • Kennis van personeelontwikkeling, werknemersverhoudings en prestasiebestuursbeginsels, -praktyke en -prosedures; • Kennis van projekbestuursbeginsels, -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. 	<ul style="list-style-type: none"> • Dieptekennis van bestuursbeleid, -praktyke en -prosedures; • Dieptekennis van toepaslike beleid, prioriteite en regsraamwerk van die sektor; • Dieptekennis van projekbestuursbeginsels, -praktyke en prosedures; • Dieptekennis van personeelontwikkeling, werknemersverhoudings en prestasiebestuursbeginsels, -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. 	<p>werknemersverhoudings en prestasiebestuursbeginsels, -praktyke en -prosedures;</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 0-1 jaar ondervindingskennis van openbare biblioteke 	<ul style="list-style-type: none"> • 2-3 jaar praktiese ondervinding in 'n openbare biblioteek; en • Ondervinding as deel van die akademiese program. 	<ul style="list-style-type: none"> • 3-5 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding met ondervinding as toesighouer 	<ul style="list-style-type: none"> • 8 jaar meer toepaslike ondervinding insluitende bestuursondervinding

KWALIFIKASIE	<ul style="list-style-type: none"> • Graad 12 • Basiese rekenaargeletterdheid; en • Geregistreerde lid van LIASA. 	<ul style="list-style-type: none"> • Assistentbibliotekaris: 3-jaar biblioteekwetenskap- of inligtingsbestuurkwalifikasie ná matriek; • Bibliotekaris: BBib/B.LIS/BTech: LIS/ Blnf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA. 	<ul style="list-style-type: none"> • BBib/B.LIS/BTech: LIS/ Blnf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA. 	<ul style="list-style-type: none"> • BBib/B.LIS/BTech: LIS/ Blnf (Hons) of PGDip LIS of ekwivalente 4-jaarkwalifikasie ná matriek; • Rekenaargeletterdheid; en • Geregistreerde lid van LIASA. 	<ul style="list-style-type: none"> • BBib/B.LIS/BTech: LIS/ Blnf (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.	<ul style="list-style-type: none"> • Kom ondersteunend voor van inisiatiewe en werk gewillig saam in uitvoering van take en pligte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Delegeer en bemagtig ander om bydrae en vlak van verantwoordelikheid en verantwoordingspligtigheid te vermeerder; • Kan eie tyd sowel as tyd van kollegas bestuur; • Werf, ontwikkel en behou talentvolle personeel en hulpbronne; • Fasiliteer stelling van doelwitte en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

		<ul style="list-style-type: none"> Maak seker daar is duidelikheid oor rolle en gee leiding aan span, 	<ul style="list-style-type: none"> Bestuur konflik deur 'n deelnemende deursigtige benadering; en Kan konstruktief in interaksie tree met lynbestuurder en span eie span se beskouing/kwellinge/voorstelle in. 	<p>probleemoplossing deur die span; en</p> <ul style="list-style-type: none"> Konfronteer ander taktvol wanneer nodig en kan ongewilde besluite neem wanneer nodig. 	<p>strategiese mandaat uit te voer; en</p> <ul style="list-style-type: none"> Maak op konsekwente en regverdigde wyse seker van nakoming van toepaslike werknemerswetgewing.
<p>2. Konseptuele denke</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 gebruikersbehoefes te verstaan; Ondersoek kwessies deeglik en lê inisiatief aan die dag; en Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie. 	<ul style="list-style-type: none"> 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 grootprentjedenke versoen; en Betrek die gepaste persone om komplekse interdepartementele probleme op te los. 	<ul style="list-style-type: none"> 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 beslepraktykmaatstawwe op; en Hanteer dubbelsinnigheid, onsekerheid en kompleksiteit doeltreffend.
<p>3. Organisasoriese bewusheid</p> <p>Verstaan die kernaandrywers in die sektor en die munisipaliteit en hoe om hierdie begrip toe te pas om</p>	<ul style="list-style-type: none"> Het basiese kennis van die munisipaliteit en biblioteekdienste. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Verstaan hoe biblioteekdienste werk en die verhouding met ander tersaaklike dele in die munisipaliteit. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Het kennis van munisipale/provinsiale wetgewing in verband met biblioteekdienste; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; Openbaar kennis van die munisipaliteit se prioriteite en doelwitte;

die dienslewering-uitdagings te bereik.			<ul style="list-style-type: none"> • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Dra by tot hantering van die munisipaliteit se dienslewering-uitdagings. 	<ul style="list-style-type: none"> • Het dieptekennis van die munisipaliteit se beleid en prosedures; en • Openbaar 'n bewustheid van die kwessies wat 'n impak het op dienslewering. 	<ul style="list-style-type: none"> • 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.
<p>4. Aandag aan besonderhede</p> <p>Die vermoë om akkuraat en presies te werk en om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming te verseker.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; en • Stel maatstawwe en werksprosedures vas om 'n hoë vlak van gehalte en diens te bereik.
<p>5. Professionele/tegniese vaardigheid</p> <p>Verstaan en pas praktiese en/of teoretiese kennis in die biblioteek- en inligtingsdiensdisipline toe, om uitvoering te gee aan die inligtings-, opvoedkundige en ontspanningsrol van die openbare biblioteekdiens.</p>	<ul style="list-style-type: none"> • Verstaan die belangrikheid van biblioteekmateriaal wat korrek op die rak geplaas is/korrek geïllustreerde dokumente; • Kan die Dewey-desimale stelsel en alfabet korrek gebruik; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Toon 'n breë en algemene leesagtergrond; • Verstaan en pas beginsels van inligtingsherwinning en leersriglyne toe en kan die publiek doeltreffend help; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Toon 'n eklektiese leesagtergrond en 'n breë algemene kennis; • Is ten volle vertrou met alle aspekte daarvan om 'n openbare bibliotekaris te wees, in die besonder inligtingsherwinning en bibliografiese kennis; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; • Toon besondere boekkennis en 'n konseptuele begrip van die waarde van lees; • Is ten volle vertrou met alle aspekte en ondersteunende waardes van om 'n openbare bibliotekaris te wees/biblioteke;

	<ul style="list-style-type: none"> • Verstaan en pas die korrekte materiaalherstel- en onderhoudstegniese toe sowel as algemene skoonmaakmetodes; en • Toon 'n aktiewe belangstelling in lees en 'n algemene kennis oor etlike onderwerpe. 	<p>versamelingsontwikkeling en inligtingsherwinning;</p> <ul style="list-style-type: none"> • Toon deeglike kennis van die navorsingsonderhoudstegniese; en • Openbaar kennis van vestiging en ontwikkeling van 'n leeskuil. 	<ul style="list-style-type: none"> • Toon 'n deeglike begrip van en pas beginsels/ maatstawwe toe in verband met versamelingsontwikkeling, inligtingsherwinning, tendense en gebruikers se inligtingsbehoefes; • 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. 	<ul style="list-style-type: none"> • 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 gemeenskapsbelangstelling en -behoefes; 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. 	<ul style="list-style-type: none"> • Kan keuringsmaatstawwe en versamelingsontwikkeling proaktief aanpas/beïnvloed; • Verbeter hulpbronneprosedures met die departement en implementeer gepaste strategieë en prosedures; • Toon 'n besondere kennis van die navorsingsonderhoudstegniese en instrumente en lesers se riglyne/tegniese; • 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 ontspanningsbehoefes van die kliënte voorsien word deur die beskikbaarheid van 'n omvattende verskeidenheid biblioteekmateriaal en professionele dienste.
OPENBAREDIENSORIENTERING					
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Oortuig ander van eie idees sonder om hul beskouing te onderdruk; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Kan reguit en eerlik, dog diplomaties en taktvol wees; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; en • Bestuur die persoonlike interaksie met interne en eksterne

<p>en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kommunikeer doeltreffend; en • Is diplomaties en neem die behoeftes van die publiek in ag. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Erken verdienste in ander se redenasies en sluit dit in voorstelle in waar geregverdig; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • 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. 	<p>kernbelanghebbendes van die munisipaliteit en met toepaslike staatsdiensstrukture.</p>
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Volg instruksies en vra vrae wanneer kwessies onduidelik lyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 4; en • Lyk gemaklik tydens interaksie, oorreding en beïnvloeding van bestuursvlakke in die munisipaliteit.

			herformuleer of op verskillende maniere oordra om begrip te vergroot; <ul style="list-style-type: none"> • Openbaar konseptuele helderheid wanneer skriftelik kommunikeer; en • Reageer met akkurate en volledige antwoorde op vrae en navrae. 		
3. Dienslewering-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.	<ul style="list-style-type: none"> • Verbonde aan voortreflikheid; en • Kom verbintnisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Lyk professioneel tydens interaksie met algemene publiek en belanghebbendes; en • Tree doeltreffend in interaksie met algemene publiek. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Vestig 'n samewerkende verhouding met die gemeenskap en algemene publiek; • Vars kliëntebehoefes na; en • Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Praat doeltreffend met die media oor diensleweringssake; • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Verstaan gemeenskapsbehoefes 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 diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2. • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Lê 'n poging aan die dag om proaktief die klient se inligtingsbehoefes en leeservarings te bespreek; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vorige vlakke.

		aanvaar om uitstekende klantediens te lewer.	<ul style="list-style-type: none"> • Implementeer klantediensverteenwoordigingsgroepe om verskaffing van gehaltdiens te verseker. 	klantediensvisie openbaar.	
PERSOONLIKE BEVOEGDHEDE					
<p>1. Verantwoordingspligtigheid en etiese gedrag</p> <p>Die vermoë om verantwoordelikheid vir eie werk op 'n etiese manier te erken en te aanvaar.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 inisiering van prosesse en implementering van stelsels, versekering van goeie hulpbronbestuur en beheerpraktyke.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; • Probeer voortdurend verbeter, ten spyte van terugslae of 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhe uit vlak 1 tot 4; en • Voorspel risiko's proaktief en versag dit dienoreenkomstig.

	<p>ander beperkings; en</p> <ul style="list-style-type: none"> • Kan doeltreffend onder druk funksioneer. 		<ul style="list-style-type: none"> • Openbaar doeltreffende leierskap tydens 'n krisis. 		
<p>3. Bestuur van leer (leeroriëntering)</p> <p>Vermoë om kennis te verkry, insig te ontwikkel, te motiveer en op voortdurende selfverbetering te fokus.</p>	<p>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.</p>	<p>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.</p>	<p>Openbaar 'n vermoë om prestasie teen gegewe maatstawwe te evalueer en eie taakspesifieke leerbehoefes in 'n gegewe konteks akkuraat te identifiseer en aandag daaraan te gee en om steun te voorsien vir die leerbehoefes van ander, waar gepas.</p>	<p>Openbaar 'n vermoë om eie leerbehoefes in 'n selfgerigte manier te identifiseer, evalueer en aandag daaraan te gee, en om samewerkende leerprosesse te fasiliteer.</p>	<p>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.</p>
OPENBAREDIENSORIENTERING					
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhede uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 4.

<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Kommunikeer doeltreffend op senior vlakke; en • Hanteer medianavrae doeltreffend.
<p>3. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op en reageer tydig op klantebehoefes; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Professioneel in interaksie met die publiek en belanghebbendes; • Aanvaar verantwoordelikheid om diens van uitstekende gehalte te lewer; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Steun ander om verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Verstaan die klient se probleme en soek inligting oor huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Openbaar persoonlike verbintenis tot die kliëntediensvisie deur eie optrede en gesindhede; en

	<ul style="list-style-type: none"> • Verbonde aan voortreflikheid; • Kom verbintnisse en belofes na met betrekking tot onderneming van take en hou by spertye; en • Bespoedig en verbind self doeltreffend tot omkeertyd. 	<ul style="list-style-type: none"> • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntevredenheid. 		<p>kliëntediensvisie te implementeer; en</p> <ul style="list-style-type: none"> • Implementeer kliëntevredenheids-terugvoer om verskaffing van gehaltdiens te verseker. 	<ul style="list-style-type: none"> • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die kliëntediensvisie openbaar.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE					
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Goed daarin om rigting duidelik aan te gee; en • Sit werk vir ander op 'n goed beplande en duidelike manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 beheermaatreefs 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Verstaan en artikeleer die groot prentjie en die implikasies daarvan; • Behou 'n duidelike fokus op langtermyn doelwitte 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.

				<ul style="list-style-type: none"> Inspire personeel deur eie gedrag – lei deur voorbeeld. 	
<p>2. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Kan eie ontwikkelingsbehoefes identifiseer; en Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 4; en Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf.
<p>3. Impak en invloed (aanbevelersvaardighe)</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Beantwoord basiese/rigtingsvrae beleefd en behulpsaam; en Kan help met biblioteekuitreikaktiwiteite en -programme. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; Word gerespekteer deur eweknieë; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Beïnvloed ander doeltreffend deur gebruik te maak van 'n aantal tegnieke (veral gemeenskapslede); 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Motiveer ondergeskiktes om take en missies uit te voer; Kan 'n groot verskeidenheid interpersoonlike style en 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 4; Kan interne en eksterne verhoudings ontwikkel om sakeverbeterings-inisiatiewe en vennootskappe te implementeer en om die

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 gemeenskapsmunisipaliteite en die vermoë om professionele verhoudings en vennootskappe met opvoedkundige instellings en ondernemings te vorm en te onderhou. 	<p>kommunikasietodes gebruik om steun vir biblioteekdienste in die gemeenskap te kry;</p> <ul style="list-style-type: none"> • 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. 	<p>bevordering van biblioteekdienste te steun;</p> <ul style="list-style-type: none"> • Kan uitreikaktiwiteite en -programme beplan en daarvoor toesig hou; en • Kan biblioteekdienste bevorder.
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BEVOEGDHEIDSRAMWERK VIR LEWENSREDDERS

VLAK	1	2	3
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Lewensredder 	<ul style="list-style-type: none"> Senior lewensredder 	<ul style="list-style-type: none"> Toesighoudende lewensredder
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Onderneem en voer lewensredderspligte 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Voer die volle omvang van aktiwiteite uit wat van 'n lewensredder verwag word en hou toesig oor die personeel 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	<ul style="list-style-type: none"> Geen ondervinding nodig. 	<ul style="list-style-type: none"> Minimum van 2 jaar professionele lewensreddersondervinding. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding waarvan 2 jaar ondervinding as toesighouer moet wees.
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 12; Geldige vlak 2-eerstehulpserifikaat of moet een verkry het binne 6 maande van aanstelling; Geldige lewensredderstoekenning of ekwivalent met geldige jaarlikse hertoetsing; Geldige kode A-motorfietslisensie (waar van toepassing); en Geldige EB-rybewys (waar van toepassing) 	<ul style="list-style-type: none"> Graad 12; Geldige gevorderde eerstehulpserifikaat of ekwivalent; Geldige gevorderde lewensredderstoekenning of ekwivalent met geldige jaarlikse hertoetsing; WoBVV-opleiding; Geldige gepaste wetsoepassingskwalifikasies (vredesbeampte) of bereidwilligheid om 	<ul style="list-style-type: none"> Graad 12; Geldige gevorderde eerstehulpserifikaat of ekwivalent; Geldige gevorderde lewensredderstoekenning of ekwivalent met geldige jaarlikse hertoetsing; WoBVV-opleiding; Geldige gepaste wetsoepassingskwalifikasies (vredesbeampte) of bereidwilligheid om

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		toepaslike opleiding by te woon; en <ul style="list-style-type: none"> Geldige rybewys met kode EB. Vir lewensredders by 'n strand: <ul style="list-style-type: none"> Branderryvaardigheidstoekenning (SPA) instruksertifikaat of ekwivalent; Geldige opblaasreddingsboot- (IRB) bestuursertifikaat; en Geldige kapteinslisensie. 	toepaslike opleiding by te woon; <ul style="list-style-type: none"> Geldige rybewys met kode EB; en Sertifikaat van toesighouersvaardighedekursus of ekwivalent. Vir lewensredders by 'n strand: <ul style="list-style-type: none"> Branderryvaardigheidstoekenning (SPA) instruksertifikaat 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Tree spesifiek op om die klientediensvisie te implementeer; en Implementeer kliëntetevredenheidsterugvoer om verskaffing van gehaltdiens te verseker.
2. Probleemoplossing Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en	<ul style="list-style-type: none"> Identifiseer bronne van inligting en gebruik dit; Kry soveel inligting as wat gepas is oor alle aspekte van 'n probleem; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Volg 'n sistematiese benadering tot versameling van inligting; 	<ul style="list-style-type: none"> 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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<p>kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Maak verskillende weergawes van gebeurde bymekaar om 'n prentjie van 'n situasie op te bou; • Doen navorsing om toepaslike feite te identifiseer wat nie onmiddellik beskikbaar is nie; • Identifiseer inkonsekwentheid 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. 	<ul style="list-style-type: none"> • 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 hoofsaak 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 regverdigde besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite.
<p>3. Onderhandeling en beïnvloeding</p> <p>Vermoë om ander te oorreed en beïnvloed deur logika en redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 onderhandelingsmispunte en uitkomst; • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.

<p>4. Volharding</p> <p>Toon aanpasbaarheid, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Bly kalm en gefokus onder druk; en Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Beplan en inisieer nuwe maniere om vooruit te gaan.
<p>5. Kommunikasie</p> <p>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 toegesprek word, wat 'n gemeenskaplike begrip verseker.</p>	<ul style="list-style-type: none"> Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en Kommunikeer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Struktureer skriftelike dokumente in 'n logiese raamwerk; Le kompleks kwessies duidelik en bondig vas; Dra alternatiewe oogpunte oor; Organiseer besprekings logies; en Reageer op vrae met akkurate en volledige antwoorde.
<p>6. Etiek en professionalisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.</p>	<ul style="list-style-type: none"> Wakker vir potensiele 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en Beveel gepaste gedragslyn by toesighoudende lewensredders aan. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Herken potensiele 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			
<p>1. Toepassing van verordeninge en noodreaksie</p> <p>Vermoë om hoërisikosituasies te voorkom en daarop te reageer.</p>	<ul style="list-style-type: none"> Hanteer probleemsituasies wanneer nodig; Reageer onverwyld en doeltreffend op noodoproepel-seine; Herken ongewone aktiwiteit en grip op gepaste wyse in; Verstaan beleid en regulasies wat lewensredding beheer; Assesseer noodsituasies en vra hulp waar nodig; en 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Inisieer selfgerigte optrede of by strande of munisipale swembaddens; Beheer noodvoorvalle met standaardwerkprosedures; en Openbaar goeie oordeel in spanningsvolle situasies. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Beplan en koördineerder lewensreddersaktiwiteite tydens hoërisikotydrpeke; en Behou selfvertroue en selfbeheersing onder druk.

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	• Behou beheer oor individue wat enige verordeninge oortree.		
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIËTERING			
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommuniqueer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike 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.	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommuniqueer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe ooggpunte 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.	<ul style="list-style-type: none"> • Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
4. Kliëntoriëntering en klantefokus Verstaan die diensbehoefes van 'n kliënt/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op kliëntebehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor kliëntetevredenheid; • Aanvaar persoonlike verantwoordelike om diens van uitstekende gehalte te lewer; 	<ul style="list-style-type: none"> • 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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		<ul style="list-style-type: none"> Stel probleme spoedig reg, sonder om op die verdediging te wees; en Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> Implementeer klientevredenheids terugvoer om verskaffing van gehaltdiens te verseker; en Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik.
PERSOONLIKE BEVOEGDHEDE			
<p>1. Aksie- en uitkomste-oriëntering</p> <p>Die openbaring van 'n hoë werksetek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes na te kom. Dit word geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, om energie te wees, te volhard en betroubaar te wees.</p>	<ul style="list-style-type: none"> Toon geesdrif om nuwe projekte te aanvaar; Gewillig om nuwe uitdagings aan te pak; en Is selfgemotiveerd. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Dryfkrag om by spertye te bly; en Inisieer kontak met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Jaag projekdoelwitte meedoënloos na; Druk self en motiveer ander vir resultate; en Stel uitdagende doelwitte.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; en Beplan en inisieer nuwe maniere om vooruit te gaan.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Oop vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies</p>	<ul style="list-style-type: none"> Toon sterk analitiese redeneringsvermoë; Sterk aandag aan besonderhede; en Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Openbaar logiese, gevolgsgedrewe denke; en Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend. Kan detailoriëntering met grootprentjedenke versoen;

<p>deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>			<ul style="list-style-type: none"> Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en Ondersoek deeglik en oorweeg gevolge en risiko's betrokke by optrede.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bly op hoogte van veranderinge in die bedryf; en Bevorder beste praktyk.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE			
<p>1. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasileringsmetodes toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Toon inisiatief en selfvertroue in omgang met ander; Kan op 'n multidissiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bevorder 'n sterk gevoel van samehörigheid; Dra by tot 'n positiewe klimaat in die span; en Betrek en bemagtig span om doelwitte te stel en te bereik.
<p>2. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Goed daarin om rigting duidelik aan te gee; en Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Deel kennis en inligting met eweknieë en ondergeskiktes; en Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.	<ul style="list-style-type: none">Het positiewe impak en dra beeld van selfversekerde professioneel oor.	<ul style="list-style-type: none">Openbaar bevoegdheids uit vlak 1;Dwing respek by eweknieë en bestuurders af; enKan verskeie belanghebbendes betrek en oortuig.	<ul style="list-style-type: none">Openbaar bevoegdheids uit vlak 1 en 2;Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik;Kan ander oortuig, oorreed en beïnvloed; enDwing respek by eweknieë en ondergeskiktes af.
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MEDIESE BEVOEGDHEIDSRAMWERKE

VLAK	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Ingeskrewe verpleegkundige Verpleegkundige – ingeskrewe helper 	<ul style="list-style-type: none"> Professionele verpleegkundige Terapeut Radiograaf 	<ul style="list-style-type: none"> Senior professionele verpleegkundige Kliniese sielkundige Kliniese toesighouer: Middelmisbruik Kliniese verpleegkundige Senior terapeut 	<ul style="list-style-type: none"> Kliniese mediese beamppte Senior mediese beamppte Mediese dokter
KENNIS	<ul style="list-style-type: none"> Voer voorgeskrewe kliniese prosedures uit. 	<ul style="list-style-type: none"> Lewer 'n omvattende primêre gesondheidsorgdiens. 	<ul style="list-style-type: none"> Lewer 'n omvattende primêre gesondheidsorgdiens, insluitende volwasse genesing; of bestuur 'n klein kliniek of 'n eenheid in 'n groot kliniek (> of = 12 verpleegkundiges). 	<ul style="list-style-type: none"> Pas 'n groot verskeidenheid diagnostiese en terapeutiese kliniese bestuursvaardighede toe; en Bestuur 'n groot kliniek.
ONDERVINDING	<ul style="list-style-type: none"> Intreevlak/By SAVR ingeskryf. 	<ul style="list-style-type: none"> 1-3 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding nodig.
KWALIFIKASIE	<ul style="list-style-type: none"> 'n Kwalifikasie ná matriek met voorkeur vir 'n Sertifikaat van inskrywing by SAVR as 'n ingeskrewe verpleegster. 	<ul style="list-style-type: none"> 'n Toepaslike tersiêre kwalifikasie nodig, verkieslik 'n Diploma/Graad as algemene verpleegster en vroedvrou; Registrasie by die SAVR; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 'n Toepaslike tersiêre kwalifikasie, verkieslik 'n Diploma/Graad as algemene verpleegster en vroedvrou; Registrasie by die SAVR; en Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> '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				
<p>1. Interpersoonlike en kommunikasievaardighede</p> <p>Openbaar interpersoonlike en kommunikasievaardighede wat tot doeltreffende inligtingsuitruiling lei en spanvorming met pasiënte, hul gesinne en professionele kollegas.</p>	<ul style="list-style-type: none"> Openbaar doeltreffende en gepaste verbale, nieverbale en skriftelike kommunikasievaardighede in 'n verskeidenheid professionele situasies. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Openbaar 'n verbintenis daartoe om in samewerkende groepe op alle gebiede van gesondheidsorg te werk. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Openbaar doeltreffende kommunikasie- en mensebestuursvaardighede wat in 'n verskeidenheid gesondheidsorgsituasies gebruik kan word.
<p>2. Professionalisme</p> <p>Openbaar 'n verbintenis daartoe om professionele verantwoordelikhede na te kom, etiese beginsels na te kom en sensitief te wees teenoor 'n diverse pasiëntbevolking.</p>	<ul style="list-style-type: none"> Openbaar sensitiwiteit en responsiwiteit vir pasiënte se kultuur, ouderdom, geslag en gebreke. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Bevorder respek, medelye en integriteit en responsiwiteit vir die behoeftes van pasiënte en die gemeenskap.

<p>3. Stelselgebaseerde praktyk</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhede uit vlak 1; en • Beveel gehaltepasiëntesorg aan en help pasiënte met kompleksiteite in die stelsel. 	<ul style="list-style-type: none"> • Openbaar alle bevoegdhede uit vlak 1 en 2; en • Beoefen koste-effektiewe gesondheidsorg en hulpbrontoekenning wat nie die gehalte van sorg prysgee nie. 	<ul style="list-style-type: none"> • 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				
<p>1. Pasiëntesorg</p> <p>Voorsien pasiëntesorg wat medelyend, gepas en doeltreffend is vir die behandeling van gesondheidsprobleme en die bevordering van gesondheid.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 pasiëntebestuurspanne uit; en • Gee raad aan en voed pasiënte en hul gesinne op. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Gebruik inligtingstechnologie om pasiëntesorgbesluite en pasiënteopvoeding te steun; en • Voer alle mediese prosedures wat as noodsaaklik vir die praktykgebied beskou word, op bevoegde wyse uit. 	<ul style="list-style-type: none"> • 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.
<p>2. Mediese kennis</p> <p>Openbaar kennis oor gevestigde en ontwikkelende biomediese, kliniese en verwante (bv.</p>	<ul style="list-style-type: none"> • Openbaar 'n ondersoekende en analitiese denkbenadering tot kliniese situasies. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Ken en pas die basiese en klinies ondersteunende 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Skep gepaste diagnostiese en terapeutiese bestuurstrategieë vir pasiënte met dieselfde 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Ontwikkel ingrypingsplanne gegrond op 'n begrip van huidige wetenskaplike kennis

epidemiologiese en sosiogedrags-) wetenskappe en die toepassing van hierdie kennis op pasiëntesorg.		wetenskappe toe wat gepas vir sy of haar dissipline is; <ul style="list-style-type: none"> • 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.
<p>3. Praktijkgebaseerde leer en verbetering</p> <p>Ondersoek en evalueer pasiëntesorgdienste, evalueer en assimileer wetenskaplike getuienis en verbeter pasiëntesorggebruik.</p>	<ul style="list-style-type: none"> • Verstaan hoe mediese deskundiges pasiënte help om stelselkompleksiteit te hanteer deur gehaltepasiëntesorg aan te beveel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Ontleed praktykondervinding en voer praktykgebaseerde verbeteringsaktiwiteite uit deur 'n stelselmatige metodologie te gebruik; en • Gebruik inligtingstechnologie om inligting te bestuur, toegang te verkry tot mediese inligting en eie opvoeding te steun. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Fasiliteer die leer van studente en ander gesondheidsorgdeskundiges.

BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar goeie mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte 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. 	<ul style="list-style-type: none"> • 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.
<p>3. Dienslewingsoriëntering</p>	<ul style="list-style-type: none"> • Verbind tot voortreflikheid; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3;

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.	<ul style="list-style-type: none"> • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoeftes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings; 	<ul style="list-style-type: none"> • Vestig 'n samewerkende verhouding met die gemeenskap; • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings; en • Praat doeltreffend met die media oor diensleweringsake.
<p>4. Klantorientering en klantefokus</p> <p>Verstaan die diensbehoeftes van 'n klient/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klanke op; en • Reageer betyds op klientebehoeftes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientetevredenheid; • 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. 	<ul style="list-style-type: none"> • Verstaan die klient se sake Openbaar bevoegdhede uit vlak 1 en 2; • Soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientetevredenheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomste-oriëntering</p> <p>Die openbaring van 'n hoë werksetielik 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</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Druk self en motiveer ander vir resultate. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotings-toewysing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Stel uitdagende doelwitte; en • Jaag projekoogmerke meedoënloos na.

gefokus te bly, om energiek te wees, te volhard en betroubaar te wees.				
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; en Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Oop vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Openbaar logiese, gevolgsedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>2. Spanoriëntering</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3;

<p>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.</p>	<ul style="list-style-type: none"> • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Bou spannees 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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;

			<ul style="list-style-type: none">• Kan gepaste opleidingsingrypings ontwikkel; en• Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	<ul style="list-style-type: none">• 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 BEVOEGDHEIDSRAMWERK

VLAK	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Aptekersassistent (basies) 	<ul style="list-style-type: none"> Nabasiese aptekersassistent Nabasiese aptekersassistent (PHC) 	<ul style="list-style-type: none"> Aptekerstegnikus (PT) Apteker/Senior 	<ul style="list-style-type: none"> Apteek- bedryfsbestuurder Senior bestuurder (aptekersdienste)
KENNIS	<ul style="list-style-type: none"> Voer voorgeskrewe farmaseutiese prosedures uit. 	<ul style="list-style-type: none"> Algemene steun en hulp aan farmaseutiese dienste 	<ul style="list-style-type: none"> Omvattende farmaseutiese dienste 	<ul style="list-style-type: none"> Bestuur van farmaseutiese dienste
ONDERVINDING	<ul style="list-style-type: none"> 12 maande toepaslike ondervinding 	<ul style="list-style-type: none"> 2 jaar toepaslike ondervinding as 'n nabasiese aptekersassistent 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding nodig
KWALIFIKASIE	<ul style="list-style-type: none"> Basiese aptekersassistentsertifikaat; en Registrasie by die Suid-Afrikaanse Aptekersraad (SAAR) ingevolge Wet 53 van 1974. 	<ul style="list-style-type: none"> Nabasiese aptekersassistentsertifikaat; Registrasie by die Suid-Afrikaanse Aptekersraad (SAAR) ingevolge Wet 53 van 1974; en Rekenaargelettertheid: MS Office 	Aptekerstegnikus: <ul style="list-style-type: none"> Aptekerstegnikus: 2-jaar Diploma: Aptekerstegnikus; Registrasie by SAAR as aptekerstegnikus; en Rekenaargelettertheid: MS Office Apteker: <ul style="list-style-type: none"> Baccalaureus-graad in aptekerswese Registrasie by SAAR as apteker; en Rekenaargelettertheid: MS Office 	<ul style="list-style-type: none"> Baccalaureus-graad in aptekerswese Registrasie by SAAR as 'n verantwoordelike apteker; en Rekenaargelettertheid: MS Office

BEVOEGDHEDE				
BEVOEGDHEIDSVLAK	1	2	3	4
KERN- PROFESSIONELE BEVOEGDHEDE				
<p>1. Interpersoonlike en kommunikasievaardighede</p> <p>Openbaar interpersoonlike en kommunikasievaardighede wat tot doeltreffende inligtingsuitruiling lei en ook tot spanvorming met pasiënte, hul gesinne en professionele kollegas.</p>	<ul style="list-style-type: none"> Openbaar doeltreffende en gepaste verbale, nieverbale en skriftelike kommunikasievaardighede in 'n verskeidenheid professionele situasies. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Openbaar 'n verbintenis daartoe om in samewerkende groepe op alle gebiede van farmaseutiese en gesondheidsorg te werk. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Openbaar doeltreffende kommunikasie- en mensebestuursvaardighede wat in 'n verskeidenheid farmaseutiese en gesondheidsorgsituasies gebruik kan word.
<p>2. Professionalisme</p> <p>Openbaar 'n verbintenis daartoe om professionele verantwoordelikhede uit te voer, etiese beginsels na te kom en sensitief te wees teenoor 'n diverse pasiëntbevolking.</p>	<ul style="list-style-type: none"> Openbaar sensitiewe en responsiwiteit vir pasiënte se kultuur, ouderdom, geslag en gebreke. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Bevorder respek, medelye en integriteit en responsiwiteit vir die behoeftes van pasiënte en die gemeenskap.
<p>3. Stelselgebaseerde praktyk</p>	<ul style="list-style-type: none"> Verstaan hoe pasiëntesorg en ander professionele praktyke ander 	<ul style="list-style-type: none"> Openbaar alle bevoegdhe uit vlak 1; en 	<ul style="list-style-type: none"> Openbaar alle bevoegdhe uit vlak 1 en 2; en 	<ul style="list-style-type: none"> Openbaar alle bevoegdhe uit vlak 1 tot 3;

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 <ul style="list-style-type: none"> Verstaan hoe elemente van die stelsel hul eie praktyk raak. 	<ul style="list-style-type: none"> Beveel gehaltepasiëntesorg aan en help pasiënte met kompleksiteite in die stelsel. 	<ul style="list-style-type: none"> Beoefen koste-effektiewe farmaseutiese en gesondheidsorg en hulpbrontoekenning wat nie die gehalte van sorg prysgee nie. 	<ul style="list-style-type: none"> 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 assessee, te koördineer en te verbeter en hoe hierdie aktiwiteite stelselprestasie kan beïnvloed.
FUNKSIONELE BEVOEGDHEDE				
1. Pasiëntesorg Voorsien pasiëntesorg wat medelyend, gepas en doeltreffend is vir die behandeling van gesondheidsprobleme en die bevordering van gesondheid.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 pasiëntbestuursplanne uit; en Gee raad aan en voed pasiënte en hul gesinne op. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 die 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.	<ul style="list-style-type: none"> Openbaar 'n ondersoekende en analitiese denkbenadering aan kliniese/mediese situasies. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Ken en pas die basiese en klinies ondersteunende wetenskappe toe wat gepas vir sy dissipline is; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en Skep gepaste gesondheidsbestuurstrategieë vir pasiëntesorg en behoeftebestuur van dieselfde probleem wat vir die behoeftes 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Bestuur farmaseutiese kennisintegrasie van gesondheidsorgpraktyke; en Ontwikkel ingrypingsplanne gegrond op 'n begrip van

<p>epidemiologiese en sosiogedrags-)wetenskappe en die toepassing van hierdie kennis op pasiëntesorg.</p>		<ul style="list-style-type: none"> • Openbaar die vermoë om volledige en gepas gefokusde assesserings van beskrywde kwale en mediese behoeftes op 'n respekvolle, logiese en georganiseerde manier uit te voer; • Kies gepaste reaksies op pasiëntebehoefte 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. 	<p>van akute sowel as chroniese sorg ontstaan.</p>	<p>huidige wetenskaplike kennis soos toegepas op gesondheidsprobleme.</p>
<p>3. Farmaseutiese praktykgebaseerde leer en verbetering</p> <p>Ondersoek en evalueer pasiëntesorgdienste, evalueer en assimileer wetenskaplike getuienis en verbeter pasiëntesorggebruik.</p>	<ul style="list-style-type: none"> • Verstaan hoe aptekers en mediese deskundiges pasiënte help om stelselkompleksiteite te hanteer deur gehaltepasiëntesorg aan te beveel. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Ontleed praktykondervinding en voer praktykgebaseerde verbeteringsaktiwiteite uit deur 'n stelselmattige metodologie te gebruik; en • Gebruik inligtingstechnologie om inligting te bestuur, toegang te verkry tot aanlyn mediese inligting en eie opvoeding te steun. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Fasiliteer die leer van studente en ander aptekers.

			studies en ander inligting oor diagnostiese en terapeutiese doeltreffendheid.	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar goeie mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte 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. 	<ul style="list-style-type: none"> • 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

				<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Verbonde aan voortreflikheid; en • Kom verbintnisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Kom verbintnisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële en tegniese beperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op klientbehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientevredigheid; • 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 klientdiens te lewer. 	<ul style="list-style-type: none"> • Verstaan die klient se sake • Openbaar bevoegdheidsvlak 1 en 2; • Soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
1. Aksie- en uitkomstoriëntering	<ul style="list-style-type: none"> • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Druk self en motiveer ander vir resultate. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Openbaar dryfkrag om dinge beter te doen; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Stel uitdagende doelwitte; en

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.	<ul style="list-style-type: none"> • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 		<ul style="list-style-type: none"> • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; en • sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>2. Spanoriëntering</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3;

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.	<ul style="list-style-type: none"> • Neem aktief aan spanakliwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidissiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Bou spannees 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.	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Kan die direksie/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 assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Kan eie ontwikkelingsbehoeftes identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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;

			<ul style="list-style-type: none">• Kan gepaste opleidingsingrypings te ontwikkel; en• Kan die onderliggende oorsake vir geen of swak prestasie verstaan en die gepaste steun gee.	<ul style="list-style-type: none">• 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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BEVOEGDHEIDSRAMWERK VIR BEDRYFSBEROEPE

VLAKKE – VIER LOOPBAANSTROME	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	Bedryfstroom bv.: <ul style="list-style-type: none"> • Werker/arbeider • Senior werker/senior arbeider 	Gespesialiseerde bedryfstroom bv.: <ul style="list-style-type: none"> • Nutsman • Senior nutsman 	Operateurs bv.: <ul style="list-style-type: none"> • Operateurs van ligte toerusting • Operateurs van klein aanlegte • Operateurs van meganiese aanlegte 	Drywers bv.: <ul style="list-style-type: none"> • Drywer graad 1 • Drywer graad 2 • Drywer graad 3 • Drywer – spesiale kategorie • Chauffeur
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> • 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 hefboome. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Werk met verskillende gereedskap soos grassnyers, kompakteerders, lughamers, klein trekkers, klein kompressors, kragopwekkers, sementmengers, pompe, hoëdrukpype, kettingsaie, bossnyers, trekkers, sleepvoertuie of stortbakke, kompakteerder vir grondopvulling, voorlaaier, vorkhyser, wateronkruidverwyderaar, gruisstrooier, algehele sluitklemkraan. Voer ook basiese onderhoud uit op meganiese aanlegte. 	<ul style="list-style-type: none"> • 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. uitgraver – hidroulies – ruservoertuig, uitgraver – hidroulies – pneumaties; uitgraver – treklyn, swaar en ligte padskraaper (finale vlakke).

				<ul style="list-style-type: none"> • Chauffeur – Kennis van protokol en etiketstandaarde; moet kennis hê van prosesse en optrede in die voorsiening van beskermingsdienste en -pligte.
ONDERVINDING	<ul style="list-style-type: none"> • 0-1 jaar ondervinding nodig. 	<ul style="list-style-type: none"> • Nutsman – 0-1 jaar se ondervinding nodig; en • Senior nutsman – 1-2 jaar ondervinding nodig. 	<ul style="list-style-type: none"> • Ligte toerusting – 0-1 jaar; • Klein aanlegte – 0-1 jaar; en • Meganiese aanlegte – 1-2 jaar. 	<ul style="list-style-type: none"> • 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.	<p>Ligte toerusting – Basiese geletterdheid op NKR-vlak 1. Departementele vaardigheidstoets;</p> <p>Klein aanlegte – Basiese geletterdheid op NKR-vlak 1. Departementele vaardigheidstoets; en</p> <p>Meganiese aanlegte – Rybewyskode 14 (EB en EC) tot by kode 8 (B). Departementele vaardigheidstoets.</p>	<ul style="list-style-type: none"> • 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 vragmotorgemonteerde-toerusting te hanteer; en

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				<ul style="list-style-type: none"> • Chauffeur – <ul style="list-style-type: none"> • Graad 12 (Matriek) • Kode EB-rybewys • Eerstehulpkursus • Gevorderde bestuurskursus • Protokol- en etiketopleidingskursus • Fisiese opleidingskursus • Vuurwapenbevoegdheid (waar nodig) • Basiese opleiding (wetsoepassing/polisiëring – waar nodig) <p>LET WEL: Alle bestuurders het 'n vaardigheidsertifikaat nodig om 'n munisipale voertuig te bestuur.</p>
BEVOEGDHEDE				
BEVOEGDHEIDSVLAK	1	2	3	4
FUNKSIONELE/PROFESSIONELE BEVOEGDHEDE – Bedryfs- en gespesialiseerde bedryfstrome				
	Bedryfswerker	Gespesialiseerde bedryf		
1. Bestuur van werk Algemene arbeidsaktiwiteit. Koördineer werk met die werkkroesters van ander, d.w.s. kontrakteurs, ens.	<ul style="list-style-type: none"> • Voer roetinewerk uit; • Volg basiese opdragte; • Fisiese funksies, bv. grawe, vee, optel, verpak, skoonmaak, tee maak, werk met hefboome; en • Werk met basiese implemente. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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	<ul style="list-style-type: none"> • Hou gereedskap veilig; en • Bere gereedskap. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en 		

Veiligheid by die werksplek/werkruimte. Maak seker werksarea en werksruimte is skoon.		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Verstaan tekens; Vul 'n uurstaat in; en Volg 'n werkrooster. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.	<ul style="list-style-type: none"> Gebruik gereedskap veilig; en Bere gereedskap veilig. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.	<ul style="list-style-type: none"> Dra basiese opdragte aan eweknieë oor; en Ontvang en verstaan instruksies korrek. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Dra meer komplekse opdragte aan werkers oor; en Ontvang en verstaan instruksies korrek. 		
FUNKSIONELE/PROFESIONELE 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 <ul style="list-style-type: none"> Klein aanlegte; Ligte toerusting; en Meganiese aanlegte. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Ligte toerusting: Toon 'n 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, 	<ul style="list-style-type: none"> 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 	

		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.	<ul style="list-style-type: none"> • Kan roetine-toetse op klein aanlegte doen (bv. olievlakke en banddruk); en • Stel klein gebreke reg. 	<ul style="list-style-type: none"> • Kan dieper toetse en inspeksie op ligte aanlegte doen (bv. algemene gehalte en bruikbaarheid van toerusting). 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Openbaar dissiplinespesifieke vaardighede en kennis in die kundighedsgebied; en • Aanvaar verantwoordelikheid vir eie toerusting en gereedskap in 'n toegewese werksarea 	<ul style="list-style-type: none"> • Openbaar dissiplinespesifieke vaardighede en kennis van gereedskap en toerusting in die toegewese werksarea. 	<ul style="list-style-type: none"> • Openbaar dissiplinespesifieke vaardighede en kennis van gereedskap en toerusting in 'n toegewese werksarea. 	
4. Foutopsporing Bepaal oorsake van bedryfsfoute en besluit wat om daarvoor te doen.	<ul style="list-style-type: none"> • Aanvaar verantwoordelikheid vir eie gereedskap en toerusting; • Voer roetine-onderhoud uit; en • Meld foute of foutiewe werking aan. 	<ul style="list-style-type: none"> • Aanvaar verantwoordelikheid vir eie gereedskap en toerusting; • Voer roetine-onderhoud uit; en • Meld foute of foutiewe werking aan. 	<ul style="list-style-type: none"> • Aanvaar verantwoordelikheid vir eie gereedskap en toerusting; • Voer gevorderde onderhoud en foutopsporing uit; • Kan alle werkverwante toerusting gebruik; • Meld foute of foutiewe werking aan; en • Funkioneer met minimale toesig. 	
5. Werkplekveiligheid Bevorder die beginsels van beroepsgeondheid en -veiligheid.	<ul style="list-style-type: none"> • Hou by gesondheids- en veiligheidsreëls; • Maak seker werkplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes; 	<ul style="list-style-type: none"> • Hou by gesondheids- en veiligheidsreëls; • Maak seker werkplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes; 	<ul style="list-style-type: none"> • Identifiseer ernstige oortredings van verpligte standaarde; • Maak seker werkplek is skoon en word onderhou ooreenkomstig gesondheids- en veiligheidsvereistes; 	

	<ul style="list-style-type: none"> • Dra alle veiligheidsklere en veiligheidstoerusting; en • Het algemene kennis van die prosedures van die identifisering van onveilige toestande, gevaarlike goedere en dreigende gevaar. 	<ul style="list-style-type: none"> • Dra alle veiligheidsklere en veiligheidstoerusting; en • Het algemene kennis van die prosedures om onveilige toestande, gevaarlike materiaal en dreigende gevaar te identifiseer. 	<ul style="list-style-type: none"> • Dra alle veiligheidsklere en veiligheidstoerusting; en • Het gevorderde kennis van die prosedures om onveilige toestande, gevaarlike goedere en dreigende gevaar te identifiseer. 	
<p>6. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Beplan werk volgens vasgestelde projekte; • Koördineer werk in groter werkspanne en werkeenheid; • 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
<p>1. Voertuigveiligheid</p> <p>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.</p> <p>DRYWERS</p> <ul style="list-style-type: none"> • Graad 1; • Graad 2; • Graad 3/spesiale kategorie; en • Chauffeur. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>2. Bestuursgedrag</p> <p>Rig en beheer die motor/vragmotor/bakkie. Gebruik die pad ooreenstemming geldige verkeerswette. Het gepaste interaksie met ander padgebruikers.</p>	<ul style="list-style-type: none"> • Kan aanpas by die heersende bestuurstoestand; • Verry moeilike bestuurstoestand; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels. 	<ul style="list-style-type: none"> • Kan aanpas by die heersende bestuurstoestand; • Verry moeilike bestuurstoestand; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels. 	<ul style="list-style-type: none"> • Kan aanpas by die heersende bestuurstoestand; • Verry moeilike bestuurstoestand; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels. 	<ul style="list-style-type: none"> • Kan aanpas by die heersende bestuurstoestand; • Verry moeilike bestuurstoestand; • Pas bestuur aan by swak sig; • Neem veilige bestuursbesluite; en • Bedryf voertuig met geen aanhangsels.
<p>3. Leeroriëntering</p> <p>Hersien en pas bestuursgedrag voortdurend aan. Leer uit ondervinding.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>4. Kwaliteitsoriëntering</p> <p>Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.</p>	<ul style="list-style-type: none"> • Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerf; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme 	<ul style="list-style-type: none"> • Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerf; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme 	<ul style="list-style-type: none"> • Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerf; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme 	<ul style="list-style-type: none"> • Voer algemene kontroles uit voor bestuur (bv. banddruk, huidige, geldige registrasieplakker; windskerf; ligte en toeter in werkende toestand, bakwerk en voertuiglogboek). • Kan veiligheidsinspeksies doen, meganiese probleme

	<p>herken en aanmeld en voer voorkomende onderhoud uit;</p> <ul style="list-style-type: none"> • 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. 	<p>herken en aanmeld en voer voorkomende onderhoud uit;</p> <ul style="list-style-type: none"> • 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. 	<p>herken en aanmeld en voer voorkomende onderhoud uit;</p> <ul style="list-style-type: none"> • 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. 	<p>herken en aanmeld en voer voorkomende onderhoud uit;</p> <ul style="list-style-type: none"> • 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 OPENBAREDIENSORIËTERING – ALLE BEDRYFSLOOPBANE EN ALLE VLAKKE				
<p>1. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 kliëntebehoefes (operateurs en drywers). 			
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • 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). 			

<p>3. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 kliente te kommunikeer (operateurs en drywers).
PERSOONLIKE BEVOEGDHEDE – ALLE BEDRYFSLOOPBANE EN ALLE VLAKKE	
<p>1. Aksie-oriëntering</p> <p>Die vermoë om op 'n taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.</p>	<ul style="list-style-type: none"> • 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).
<p>2. Volharding</p> <p>Die vermoë om met optrede/werkleeringsprodukte te volhard ten spyte van hindernisse.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Hanteer moeilike situasies doeltreffend; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings.
<p>3. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om standaarde van etiese en morele gedrag te openbaar om vertroue te bevorder en by kodes van goeie praktyk te bly.</p>	<ul style="list-style-type: none"> • 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.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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).

5. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

BEPLANNINGSBEVOEGDHEIDSRAMWERK

VLAK	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> Assistent- ruimtelike beplanner Assistentstadsontwerper Assistentstads-/ grondgebruikbeplanner 	<ul style="list-style-type: none"> Ruimtelikebeplanningspesialis Ruimtelike beplanner Stadsontwerper Stads-/grondgebruikbeplanner 	<ul style="list-style-type: none"> Senior ruimtelikebeplanningspesialis Senior ruimtelike beplanner Senior stadsontwerper Senior stads-/ grondgebruiksbeplanner 	<ul style="list-style-type: none"> Eerste ruimtelikebeplanningspesialis Eerste ruimtelike beplanner Eerste stadsontwerper Eerste stads-/ grondgebruikbeplanner
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Speel 'n breë navorsings-, probleemoplossings-, ontwerp- en standaardstellende rol en/of meer gefokusde navorsingsprobleemoplossingsrol; Neem deel aan, beplan en lei projekte; Hou toesig oor en/of koördineer etlike meer junior beplanningspersoneellede; en Hoëvlakspesialis/-konsultant of projekteier in 'n beplanningseenheid.

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Toepaslike tersiêre kwalifikasie, verkieslik 'n honneursgraad in stadsontwerp of ekwivalente beplanningsgraad; en Registrasie as 'n professionele beplanner/argitek/stadsontwerper. Rekenaargeletterdheid: MS Office 	<ul style="list-style-type: none"> 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. Monitoring 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 monitoring van resultate.

			<p>maak dit is vry van foute, weglatings of gebreke;</p> <ul style="list-style-type: none"> • 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. 	
<p>2. Onderhandeling</p> <p>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.</p>	<ul style="list-style-type: none"> • Kommunikeer doeltreffend; • Toon bedagsaamheid wanneer met ander werk; en • Lê besonderhede van vergaderings en verrigtinge vir formele rekord akkuraat vas. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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, regverdigte en billike oplossings of positiewe gedragstye; en • Maak seker dat alle partye bewus is van ooreenkomste en vereiste optrede wanneer die kwessies opgelos is. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

<p>3. Beplanning en organisering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 potensiele probleme; en Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klient se behoeftes. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Identifiseer en reageer op geleenthede om vennootskappe om 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 langtermynbehoefes vir die munisipaliteit.
FUNKSIONELE BEVOEGDHEDE				
<p>1. Ruimtelike beplanning</p> <p>Ruimtelikebeplanningsvaardighede hou verband met 'n persoon se vermoë om wetenskaplike dissiplines, administratiewe tegnieke en interdisiplinêre koördinasie te gebruik om gebalanseerde streeksontwikkeling en die fisiese organisasie van ruimte te fasiliteer om die munisipaliteit se langtermynstrategie en ontwikkelingsoogmerke te bereik.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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 om verantwoordelikheid om 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Word erken as 'n spesialis of onderwerpsdeskundige en word gevra om interregerings- (provinsiale en nasionale) beplanningsinisiatiewe (provinsiale groei- en ontwikkelingsstrategieë) te beïnvloed; Toon spesialis kennis in gebiede van beplanning en het uitvoerige kennis van streeks-,

	<ul style="list-style-type: none"> • Toon goeie navorsingsvermoë; • Kan kennis ontleed en sintetiseer om beplanningsinisiatiewe te steun,; en • Toon grootprentjedenke – is bewus van die munisipaliteit se bedryfsgewing en verstaan die implikasies van impakte van beplanningsvoorstelle op die munisipaliteit. 	<p>stadsbeplanningsverwante wetgewing en beleid toe te pas;</p> <ul style="list-style-type: none"> • 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 aksieareas; • 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. 	<ul style="list-style-type: none"> • 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-voordeelende 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. 	<p>provinsiale en nasionale beplanningskontekste; en</p> <ul style="list-style-type: none"> • Kan hoë vlakke van kompleksiteit en dubbelsinnigheid hanteer en word gevra om projekte van streeks- en/of nasionale belang te lei (stadsvernuwingsprojekte).
<p>2. Stadsontwerp</p> <p>Stadsontwerp hou verband met 'n individu se vermoë om stadsomgewings te skep wat</p>	<ul style="list-style-type: none"> • Toon 'n begrip van stadsontwerpsbeleid, -tegnieke, metodologieë en vorms van navorsing wat beleid en beplanning beïnvloed; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Vermoë om die kernkenmerke van stadsontwerp stelselmatig te ondersoek, te verteer, te 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Kan die visie vir die munisipaliteit in gepaste stadsontwerpe omskep; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Word erken as 'n spesialis of onderwerpsdeskundige en word gevra om interregerings-

<p>omgewingsvolhoubaar, toeganklik en doeltreffend is en gepas is vir die karakter van die munisipaliteit.</p>	<ul style="list-style-type: none"> • 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 grootprentjedenke – is bewus van die munisipaliteit se bedryfsomgewing en verstaan die implikasies van impakte van beplanningsvoorstelle op die munisipaliteit. 	<p>verstaan en oortre, sowel as geleentheid en beperkings wat in stadsontwerpe in aanmerking geneem moet word;</p> <ul style="list-style-type: none"> • Verstaan gebruikersbehoefes, gebruikspatrone en ander vorme van stadsontwerpprogramontleding (verstaan metodologieë en prosesse vir gebruikspatroonstudies, ruimtegebruiksontleding, ruimtelike gedragswaarnemings- en gebruikbehoefteondersoeke; • 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 	<ul style="list-style-type: none"> • Skep die platform vir die ontwikkeling van bruikbare, aantreklike, veilige, omgewingsvriendelike, ekonomies suksesvolle en maatskaplik billike plekke; • Kan beleidsreaksies op gedefinieerde probleme formuleer; • Gebruik innoverende benaderings en tegnieke en vorsk '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-voordeelende 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. 	<p>(provinsiale en nasionale) beplanningsinisiatiewe (provinsiale groei- en ontwikkelingsstrategieë) te beïnvloed;</p> <ul style="list-style-type: none"> • Toon spesialistiese kennis 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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		<ul style="list-style-type: none"> • Monitor die implementering van stadsontwerpprojekte. Gee aandag aan besonderhede om seker te maak ontwerp-, tyd- en begrotingsoogmerke word nagekom. 		
<p>3. Grondgebruikbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 grondgebruiksoeke en grondgebruikbestuursprosesse; • Toon elementêre kennis van beplanningsbeleid en -wetgewing, ruimtelike planne en sonering; • Kan eenvoudige grondgebruiksoeke in die voorgeskrewe raamwerke hanteer; • Help met die verwerking van grondgebruiksoeke; • Verstaan die stelsels, maatslawwe en besluitnemingstrukture om aansoeke te verwerk; • Pas beplanningsbeleid en riglyne regverdig en konsekwent toe in die verwerking van aansoeke; • Gee aandag aan besonderhede: en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Monitor grondgebruik tendense op 'n streekvlak en kan beleids- en prosiesingrypings identifiseer om die bereiking van die munisipaliteit se ruimtelike ontwikkelingsplanne 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 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Monitor grondgebruik tendense op 'n stadwyse vlak en kan beleids- en prosiesingrypings identifiseer om die bereiking van die munisipaliteit se ruimtelike ontwikkelingsplanne 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 grondgebruikswessies; • Beskou as geloofwaardig en selfversekerd en kan doeltreffend kommunikeer; 	<ul style="list-style-type: none"> • 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 stadwyse 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.

	<ul style="list-style-type: none"> Hou kontrolelyste om seker te maak dat alle aspekte van 'n aansoek nagekom word wanneer aansoeke verwerk word. 	<p>beplanningsinisiatiewe te steun.</p>	<ul style="list-style-type: none"> Kan gesprekke oor komplekse sake stuur en gepaste besluite neem; Gee raad aan aansoekers en ontwikkelaars oor komplekse grondgebruiksaansoeke en grondgebruikbestuursprosesse; Kan alle toepaslike (maatskaplike, omgewings-, ekonomiese en politieke) faktore assesser en ontleed om aanbevelings te doen; Toon dieptekennis van munisipaliteit se aanbodkettingbestuursbeleid en -prosesse en kan tenderdokumente vir munisipale projekte hersien en assesser; en Is objektief en het begrip vir die tegniese, finansiële en ander aspekte van projekte. 	
<p>4. Inligtingsbestuur</p> <p>Die vermoë om bestuursbesluitneming en beplanningsinligting voort te bring, te ontleed en saam te stel en doen doeltreffend en effektief verslag.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Maak seker dat data in die gepaste formaat vasgelê word; Toon deeglike begrip van die sagteware, onderwerpmateriaal en van die nasionale standaarde; Ontleed klientebehoefes en konfigureer ruimtelike data om verslae voort te bring wat aan kliente vereistes voldoen; Ontleed en interpreteer data en bring strategiese verslae voort vir insluiting in uitvoerende prosesse; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Ontwikkel bedryfsreëls 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 sakebehoefes en evalueer voortdurend die doeltreffendheid van inligtingstelsels om aan die sakebehoefes te beantwoord; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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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	<ul style="list-style-type: none"> • Openbaar logiese, gevolgsedrewe denke. 	<ul style="list-style-type: none"> • Toon kreatiwiteit in die aanbieding van data om klienteversoeke 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 potensiele tekortkominge van huidige stelsels/prosesse – doen aanbevelings om probleme te verlig.
<p>5. Navorsing, inligtingsontleding en beleid</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon goeie organisatoriese bewustheid; • Openbaar logiese, gevolgsedrewe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Monitor en ontleed sosio-ekonomiese en demografiese tendense en kan die implikasies vir die munisipaliteit assessee 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 navorsingstrategie en fasiliteer die uitvoerende besluitneming oor die veranderingsagenda van die departement. 	
<p>6. Kennisbestuur</p> <p>Vermoë om die voortbring en deel van kennis en leer te bevorder om die gesamentlike kennis van die munisipaliteit te verbeter.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 kennisstrategie bestaan.

			<ul style="list-style-type: none"> • 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 bemaagtig voel om kennis te soek en te deel. 	
<p>7. Openbare deelname</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; • Kommunikeer doeltreffend; en • Lê besonderhede van vergaderings en verrigtinge vir formele rekord akkuraat vas. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 aandaq van die gehoor te boei. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Balanseer politieke oogpunte met munisipale behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word.

		<ul style="list-style-type: none"> • Openbaar deeglike kennis van vakgebied en kan dit vereenvoudig om op verskillende vlakke te kommunikeer; • Reageer op vroeë 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. 		
<p>8. Sosio-ekonomiese/sosio-politieke bewustheid</p> <p>Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienskwessies, programme, beleid en besluite op die openbare belang/kwellinge het.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Verstaan prioriteite, doelwitte en kwessies van naburige munisipaliteite; • Dryf billike dienslewering aan met inagneming van die impak van dienskwessies, programme 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Benader elke situasie met 'n duidelike bewusheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Bring (beïnvloed) munisipaliteitsprioriteite en -projekte in lyn om die implementering van provinsiale groei- en ontwikkelingsstrategieë te steun; • Verstaan breër konteks en kan die implikasies vir die munisipaliteit assessee; • Dra by tot vorming van nasionale beleid oor maatskaplike, ekonomiese en ontwikkelingsake;

			<ul style="list-style-type: none"> Dieptekennis van munisipale en sektorwetgewing. 	<ul style="list-style-type: none"> Het geloofwaardigheid en vermoë om beleidvorming op 'n hoër vlak te beïnvloed; en Beïnvloed nasionale norme en standaarde vir munisipale dienste.
<p>9. Beleidkonseptualisering</p> <p>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.</p>	<ul style="list-style-type: none"> Het elementêre kennis van beleid en gebruikskodes; en Kom statutêre vereistes na en pas beleid konsekwent toe. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Lei en koördineer die omskepping van beleid in aksieplanne en konseptualiseer die langtermynuitwerking van die gewenste beleidsuitkomst.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Sluit goed by ander aan; Inisieer kontak met ander mense; Toon bedagsaamheid teenoor ander; en Luister doeltreffend en reageer gepas. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 geregtig; Beding vergunnings sonder om verhoudings te skaad; en Kan reguit en eerlik, dog diplomaties en taktvol wees. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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,

				selfs wanneer daar nie saamgestem word nie.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 teikengehoore oor te dra of met hulle in interaksie te tree; en • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>3. Dienslewings-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon verbintenis tot voortreflikheid; • Kom verbintenis 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 gemeenskapsbehoefes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se ruimtelike planne te integreer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 dienslewingsagterstande, ekonomiese ontwikkeling, omgewingsbewaring). 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Vestig 'n samewerkende verhouding met die gemeenskap; • Is bewus van die burgerlike organisasies en kan hulle by dienslewingsprosesse betrek; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; • Kan gemeenskapsbehoefes kwantifiseer en hul implikasies vir die munisipaliteit evalueer; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 3; en • Praat doeltreffend oor dienslewingsake met alle belanghebbendes.

<p>4. Klientorientering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op verwagting, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op klientebehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientevredigheid; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Jaag projektoogmerke meedoënloos na; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Behou werkstandaarde. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukings kan veroorsaak.

		<p>kalmere uitwerking op ander; en</p> <ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 		
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Staar 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 potensiele uitwerking teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>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.</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Onderneem rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

BESTUURS-/LEIERSKAPSBEVOEGDHEDE

<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor; en Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Word gerespekteer deur eweknieë en ondergeskiktes; Motiveer ondergeskiktes om take en missies uit te voer; Oortuig bestuursbeamptes van oopspande 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Kan 'n groot verskeidenheid interpersoonlike style en kommunikasie-metodes 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>2. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Goed daarin om rigting duidelik aan te gee; en Sit spandoelwitte uiteen en voorsien duidelike doelgerigheid. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>3. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; Kan steun voorsien in 'n multidisiplinêre span; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Moedig spanbenadering tot probleemoplossing aan; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 van 3; Bou spannees en samehorigheid oor funksiegrense in die onderskeie departemente; en

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<p>wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>		<p>spanmoreel en produktiwiteit te bevorder;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede. 	<ul style="list-style-type: none"> • Breek grense af (struktureel, funksioneel, kultureel) tussen spanne, fasiliteer die deel van kundigheid en hulpbronne.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • Toon en deel kennis en inligting met eweknieë; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

			<ul style="list-style-type: none">• Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer.	
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Die hoërondewyskwalifikasies, werksverwante ervaring en bevoegdheid vereistes vir ander beplanningsprofessie is soos in die Wet op die Beplanningsprofessie, 36 van 2002, voorgeskryf.

BEVOEGDHEIDSRAMWERK VIR PLANINSPEKTEURS				
VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Planinspekteurs 	<ul style="list-style-type: none"> Senior planinspekteur 	<ul style="list-style-type: none"> Eerste planinspekteur 	<ul style="list-style-type: none"> Hoofplaninspekteur
KENNIS	<ul style="list-style-type: none"> Kennis en implementering van die NBR en SANS-koderegulasies en vereistes 	<ul style="list-style-type: none"> Kennis en implementering van die NBR en SANS-koderegulasies en vereistes 	<ul style="list-style-type: none"> Kennis en implementering van die NBR en SANS-koderegulasies en vereistes 	<ul style="list-style-type: none"> Kennis en implementering van die NBR en SANS-koderegulasies en vereistes
ONDERVINDING	<ul style="list-style-type: none"> 2 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 8 jaar toepaslike ondervinding nodig, insluitende ondervinding as toesighouer
KWALIFIKASIE	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Lees en verstaan basiese dokumente; Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandumums, e-posse; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Berei oorwoë, verslae van hoë gehalte voor vir besluitneming in die organisasie; en

	<ul style="list-style-type: none"> • Kan skriftelik op basiese tipes kommunikasie reageer. 	<ul style="list-style-type: none"> • Kan skriftelik op komplekse tipes kommunikasie reageer. 	<p>verslae en ander korrespondensie, intern sowel as ekstern tot die organisasie.</p>	<ul style="list-style-type: none"> • Aanvaar toesigverantwoordelikheid om minder ervare praktisyne en ondergeskiktes se werk te hersien en te redigeer.
<p>2. Mondelinge kommunikasie</p> <p>Die vermoë om 'n boodskap op 'n verstaanbare en oortuigende manier te artikuleer</p>	<ul style="list-style-type: none"> • Kan basiese verbale instruksies van meerderes en kollegas verstaan; • Bevestig/verduidelik begrip van instruksies, waardeur foute vermy word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Maak self verstaanbaar aan ander, wys spesifieke probleme of oorwegings uit wat in ag geneem moet word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Interpreteer komplekse taal/kommunikasie; en • Kan komplekse idees op 'n verstaanbare manier aan ander oordra. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Openbaar doeltreffende mondelinge en voorleggingsvaardigheid vir komplekse en sensitiewe onderwerpe en probleme.
<p>3. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Verstaan potensiele impak van probleme op eie werksomgewing; • Hanteer duidelik gedefinieerde probleme wat taakspesifiek is; • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; • Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsaak in ag neem; en • Betrek die gepaste persone om komplekse taakverwante probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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				
<p>1. Inspeksie van planne</p> <p>Die vermoë om gebou-ontwikkelingsaansoeke doeltreffend te assesser en te ondersoek.</p>	<ul style="list-style-type: none"> • Assesseer en ondersoek gebou-ontwikkelingsaansoeke soos bepaal deur die toesighouer ten opsigte van kompleksiteit; • Maak seker dat indienings volledig is; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Kan veiligheids- en sekuriteitsprobleme wat met gebou-ontwikkeling verband hou, voorkom of daarop reageer; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Kan veiligheids- en sekuriteitsprobleme wat met gebou-ontwikkeling verband hou, voorkom of daarop reageer; en • Voer enige gebou-ontwikkelings- 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Hanteer kompleksiteit van aansoeke en gee raad oor assesserings.

	<ul style="list-style-type: none"> Gaan foiberekeninge na en assessee dit; en Voer enige gebouontwikkelingsverwante aktiwiteit uit soos toegewys deur die toesighouer. 	<ul style="list-style-type: none"> Assessee en ondersoek gebou-ontwikkelings-aansoeke soos bepaal deur die toesighouer ten opsigte van kompleksiteit; Maak seker dat indienings volledig is; en Gaan foiberekeninge na en assessee dit. 	verwante aktiwiteit uit soos toegewys deur bestuur.	
<p>2. Klantgerigtheid</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Openbaar die vermoë om die kwessies te assessee 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 Assessee areas vir verbetering en doen aanbevelings. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 Assessee doeltreffendheid van reaksietyd en konteks wanneer planinspekteurs/seniors op die publiek reageer en stel verbeterings voor om klantgerigte bestuur van oplossing te verbeter. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 klientgerigte gedrag te verseker wanneer klante hanteer word; en Assessee terugvoer van klante oor hul ondervinding van die beplannings- en gebou-ontwikkelingskoppelvlakafdeling oor die gesindheid en gedrag van personeel om areas vir verbetering op te spoor en personeelbydraes tot klantgerigte waardes vas te lê
<p>3. Beplanning en prioritisering</p> <p>Die vermoë om breë aktiwiteite in spesifieke tydraamwerke te beplan en dan daardie</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Kontroleer al die elemente van die bouplanopspoorstelsel vir nakoming en toepassing; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Identifiseer konsekwent gepaste hulpbronne vir 'n verskeidenheid take; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Onderhou projekverslae (besprekingsdokumente, ouditspore, getuienis van

<p>aktiwiteite volgens plan uit te voer, d.w.s. in verband met planne, gebruiksregte, permitte en werkprogramme.</p>	<p>'n bouplanopspoorstelsel, en dit te gebruik</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>aftekening deur senior bestuurders);</p> <ul style="list-style-type: none"> • Stel gepaste prosedures vas om op hoogte te bly van kwessies en resultate; • Maak seker dat werk met 'n hoë prioriteit binne nodige tydlime 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 toekomst 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 OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Vind aansluiting by mense op alle vlakke van die organisasie; • Toon selfvertroue in betrokkenheid by interne en eksterne belanghebbendes; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 geregtig; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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

		<ul style="list-style-type: none"> • Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en • Moedig insette van ander aan en neem dit in ag. 	<ul style="list-style-type: none"> • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Bewus van hoe mense en organisasies funksioneer.
<p>2. Kommunikasie</p> <p>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 toegesprek word, wat 'n gemeenskaplike begrip verseker.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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.
<p>3. Dienslewering oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met die algemene publiek; • Verslaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend oor dienslewering sake met interne en eksterne gehore.
<p>4. Kliënt oriëntering en klantefokus</p>	<ul style="list-style-type: none"> • Toon 'n klantefokus deur doeltreffend met die klant in 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3;

Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.	<p>interaksie te tree en begrip vir hul vereistes te toon;</p> <ul style="list-style-type: none"> • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op klientebehoefes. 	<ul style="list-style-type: none"> • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientevredeneheid; • 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. 	<ul style="list-style-type: none"> • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredeneheidsterugvoer om verskaffing van gehaliediens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat drag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

volhard met doelwitte ten spyte van hindernisse en terugslae		<ul style="list-style-type: none"> • Reageer konstruktief op ongunstige situasies en het 'n kalmerende uitwerking op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • Beplan en inisieer nuwe maniere om vooruit te gaan. 	
<p>3. Gereedheid vir verandering</p> <p>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</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Staar 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

		• Leer uit ondervinding – herhaal nie foute nie.		
<p>5. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaard 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.</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; • Behandel alle werknemers met gelyke respek; en • Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 beslissings op teen korrupte en oneerlike gedrag. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
<p>6. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 oorlog met die belanghebbendes, los dit op en monitor dit.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en kan ander doeltreffend beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Motiveer en inspireer ander; Bou steun en projekteer gesag en geloofwaardigheid; en Gebruik invloed om oogmerke te bereik.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Bevorder 'n sterk gevoel van samehörigheid; Dra by tot 'n positiewe klimaat in die span; en Betrek en bemagtig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Bou spangees en samehörigheid 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van ondergeskikte en ondergeskikte leiers; Aktief betrokke by die behoud en ontwikkeling van talent in die organisasie; Verstaan organisatoriese behoeftes en formuleer en

		<ul style="list-style-type: none"> • Herneue persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel. 	<ul style="list-style-type: none"> • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer. 	<p>implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf;</p> <ul style="list-style-type: none"> • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en • Herken die behoefte na en voorsien goeie leiding.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

BEVOEGDHEIDSRAMWERK VIR DRUKKERSDIENSTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> Reprografieassistent 	<ul style="list-style-type: none"> Persoperateur Masjienoperateur 	<ul style="list-style-type: none"> Administratiewe beampte: Druk Reprografietoeshouer 	<ul style="list-style-type: none"> Hoof/bestuurder: Drukkersdienste
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

			<ul style="list-style-type: none"> Werk onafhanklik met gereelde verslagdoening aan die bestuurder/houder. 	
ONDERVINDING	<ul style="list-style-type: none"> 6 maande toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding as toesighouer nodig. 	<ul style="list-style-type: none"> 5 jaar ondervinding in bestuur.
KWALIFIKASIE	<ul style="list-style-type: none"> Basiese syfervaardigheid en geletterdheid; en Kode EC-rybewys. 	<ul style="list-style-type: none"> Graad 12; 	<ul style="list-style-type: none"> Graad 12; Rekenaargeletterdheid: MS Office; en 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n Nasionale Sertifikaat: Drukwerk en vervaardiging van verpakkingsmateriaal. 	<ul style="list-style-type: none"> 'n Toepaslike driejaar-tersiëre 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 tydlyn gedoen.

<p>2. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> Bly gefokus op taak voorhande; Kontroleer gehalte van werk teen voorafbepaalde spesifikasies; Inisieer optrede om gehalteprobleme reg te stel; Verstaan potensiele impak van probleme op eie werksomgewing; Hanteer duidelik gedefinieerde probleme wat taakspeesifiek is; Stel vas wat die grondoorsaak van probleme is en evalueer of oplossings grondoorsaak in ag neem; en Betrek die gepaste persone om komplekse taakverwante probleme op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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.
<p>3. Beplanning en organisering</p> <p>Die vermoë om die werkeenheid te beplan en te organiseer deur die stel van doelwitte, oogmerke, teikens, skepping van werkroosters en werkplanne met gepaardgaande</p>	<ul style="list-style-type: none"> Beplan take daaglik volgens 'n vasgestelde rooster; Fokus volgens projek op die kort- na mediumtake; en Identifiseer hulpbronne vereistes om spesifieke take te onderneem. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Voer geskeduleerde take in die toegelate tyd uit; Identifiseer en wys toepaslike hulpbronne vir take toe; en 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Stel doelwitte en oogmerke wat gepas is vir die funksie en fokus op die klant se behoeftes; 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 tot 3; Maak gebruik van die hulpbronne van ander eenhede en departemente om resultate te behaal;

<p>hulpbronne en begrotings, volgens die munisipaliteit se prosedures om die take, funksies, resultate van die werkeenheid te bereik.</p>		<ul style="list-style-type: none"> Verantwoordelik vir die ontplooiing en beheer van die nodige toerusting, instrumente, masjinerie om die werk te onderneem; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Projekteer en voorspel kort-, medium- en langtermynbehoefes vir die aktiwiteite wat onder eie beheer is; en Ontwikkel gebeurlikheidsplanne vir potensiele probleme wat die eenheid raak.
<p>4. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en kliente verstaan word; en Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Kommunikeer doeltreffend verbaal sowel as skriftelik; en Kan eie ontwikkelingsbehoefes 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. 	<ul style="list-style-type: none"> 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				
<p>1. Werkplekveiligheid</p> <p>Die vermoë om die behoeftes van werknemers te assesser en dit met die munisipaliteit se beleid oor gesondheid, veiligheid en welstand te koppel.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 potensiele veiligheidsprobleme of 	<ul style="list-style-type: none"> 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.

		en/of stel dit reg: gaan toerusting en/of werksarea gereeld na.	onveilige werkspraktyke op; en <ul style="list-style-type: none"> Meld ongelukke onmiddellik by onmiddellike hoof aan. 	
<p>2. Dissiplinespesifieke vaardighede</p> <p>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.</p>	<ul style="list-style-type: none"> Kan take wat verband hou met versending van dokumente en korrespondensie identifiseer en verstaan. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 assesser; Gebruik goeie dinge in situasies van afwyking van bedryfsaannames; en Identifiseer en implementeer regstellende optrede op roetine-take en binne die gesag word op hierdie vlak gedelegeer word. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 OPENBAREDIENSORIENTERING				
<p>1. Dienslewering oriëntering</p> <p>Die vermoë om op dienslewering en die belange van die kliënte en belanghebbendes te fokus.</p>	<ul style="list-style-type: none"> Openbaar 'n verbintenis tot voortreflikheid; Kom verbintenisse en beloftes na met betrekking tot onderneming van take en hou by spertye; en Stel diensleweringprobleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak uit vlak 1; Vors behoeftes van kliënte na; Raadpleeg kliënte en belanghebbendes oor maniere om dienslewering te verbeter; en 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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

		<ul style="list-style-type: none"> • Tree professioneel op in interaksie met kliënte en belanghebbendes. 	<p>dienststandaarde te verbeter; en</p> <ul style="list-style-type: none"> • Skep 'n klimaat van diensleweringvoortreflikheid vir die eenheid. 	<p>kliëntebehoefes te steun, gemonitor en bygewerk word;</p> <ul style="list-style-type: none"> • Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en • Konsulteer en gebruik internasionale beste praktyke oor diensleweringssinnovering.
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die Munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>3. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n kliënt/klant (intern of ekstern) en</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliënte wat bedien word; • Aa nvaar persoonlike verantwoordelikheid om diens 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Steun ander om persoonlike verantwoordelikheid te 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Openbaar persoonlike verbintenis tot die 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Monitor kliëntevredenheidsterugvoer om verskaffing van

<p>fokus aktief op steun vir die bedryfsgebiede in die munisipaliteit om kliëntebehoefes betyds en op gepaste wyse vooruit te sien, te bevredig en te oorskry.</p>	<p>van uitstekende gehalte te lewer; en</p> <ul style="list-style-type: none"> • Stel probleme spoedig reg, sonder om op die verdediging te wees. 	<p>aanvaar om uitstekende klantediens te lewer;</p> <ul style="list-style-type: none"> • Verstaan die kliënt se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die klantediensvisie te implementeer. 	<p>klantediensvisie deur eie optrede en gesindhede; en</p> <ul style="list-style-type: none"> • Handhaaf duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge. 	<p>gehaltedienste te verseker, ontleed tendense en stel oplossings voor;</p> <ul style="list-style-type: none"> • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klantediensvisie openbaar; en • Maak seker dat reaksietye vinnig is.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Jaag projektoegmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingsbeoewysing.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Aanvaar kritiek oor prestasie vermoedelik 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.

<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Slaan 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit</p>	<ul style="list-style-type: none"> Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë). 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Openbaar objektiwiteit, deeglikheid, insigrykheid 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3;

<p>en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<p>Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en</p> <ul style="list-style-type: none"> • Stel vas wat die grondoorzaak van probleme is en evalueer of oplossings grondoorzaak in ag neem. 	<p>en ondersoekende gedrag wanneer probleme benader word:</p> <ul style="list-style-type: none"> • Ontwikkel nuwe maniere om probleme op te los; • Kan detailoriëntering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • 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 oorlog met die belanghebbendes, los dit op en monitor dit.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaard 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlakke uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 langtermyn doelwitte en bring meer as een manier voort om daar uit te kom.
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; en Word gerespekteer deur eweknieë. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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

<p>3. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasilliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan doeltreffend as spanlid funksioneer; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 samehörigheid oor funksionele gebiede; en • Skep sterk moreel/spangees. 	<p>'n spesifieke agenda te beweeg.</p> <ul style="list-style-type: none"> • 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 produktiwiteit te bevorder; en • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë; • Verstaan eie beperkings; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Bemagtig ander en verdeel die werkklas 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. 	<ul style="list-style-type: none"> • 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 ondergeskikte leiers; • Aktief betrokke by die behoud en ontwikkeling van talent in die eenheid; • Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsgrypings in om

				<p>by die persoon se leerstyl te pas; en</p> <ul style="list-style-type: none">• 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.)	<ul style="list-style-type: none"> Proseskontroleur 	<ul style="list-style-type: none"> Senior proseskontroleur 	<ul style="list-style-type: none"> Eerste proseskontroleur 	
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Bewese kennis van prosesfunktionaliteit in 'n afvalbehandelingsaanleg/afvalwaterbehandelingsaanleg en verwante aanlegte; en Bewese kennis van aanlegprestasie en stelselfunktionaliteit en optekening van en aanmelding van uitkomst. 	<ul style="list-style-type: none"> Bewese kennis en blootstelling aan prosesfunktionaliteit van afvalbehandelingsaanleg/afvalwaterbehandelingsaanleg en verwante aanlegte; Bewese kennis van en blootstelling aan aanlegprestasie en stelselfunktionaliteit en optekening van en aanmelding van uitkomst; en Vermoë om oor ander toesig te hou 	<ul style="list-style-type: none"> Bewese kennis en vermoë om prosesfunktionaliteit in 'n afvalbehandelingsaanleg/afvalwaterbehandelingsaanleg en verwante installasies toe te pas; Bewese kennis van en vermoë om aanlegprestasie en stelselfunktionaliteit toe te pas en uitkomstes op te teken en daarvan verslag te doen, en Kennis van en vermoë om aanlegprestasie en stelselfunktionaliteit te monitor en uitkomstes op te teken en dan daaroor verslag te doen. 	
ONDERVINDING	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 5 jaar of meer toepaslike ondervinding nodig 	
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 12 of toepaslike kwalifikasie ná matriek, verkieslik 'n NTC 3 in waterbehandeling of afvalwaterbehandeling; Bedryfsverwante kwalifikasie: Operateursertifikaat/afvalwaterbehandelingspraktyk (N3); en Kode EB-rybewys. 	<ul style="list-style-type: none"> Graad 12 of toepaslike kwalifikasie ná matriek, verkieslik 'n NTC 3 in waterbehandeling of afvalwaterbehandeling; Bedryfsverwante kwalifikasie: Operateursertifikaat/afvalwaterbehandelingspraktyk (N3); en Kode EB-rybewys. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 potensiele risiko's en gevaarlike inligting op 'n geprojekteerde toon oor; en Kan aan 'n gesprek met kollegas en lede van die publiek deelneem. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Stel komplekse verslae saam en versprei die toepaslike inligting dienooreenkomstig. 	
3. Probleemoplossing Die vermoë om potensiele probleme te identifiseer, die probleme in samestellende dele op te breek, potensiele oplossings voort te bring, 'n opsie te kies en dit te implementeer.	<ul style="list-style-type: none"> 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 potensiele impak van probleme op eie werksomgewing. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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	<ul style="list-style-type: none"> Openbaar die vermoë om besluite betyds te neem; Neem goeie besluite deur oordeel aan die dag te lê ooreenkomstig kennis, vaardigheid en ondervinding; en 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Kan goeie besluite onder druk neem en self daartoe verbind; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Pas oplossings op komplekse situasies toe. 	

te maak take word volgens plan uitgevoer.	<ul style="list-style-type: none"> • Neem alle aspekte met betrekking tot die saak in ag vir besluitneming. 	<ul style="list-style-type: none"> • 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. 	
<p>5. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Openbaar die vermoë om take doeltreffend te beplan en te prioritiseer; en • Kan in beplande tydraamwerke werk en take voltooi. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Identifiseer hulpbronde vir spesifieke take; en • Kan gebeurlikheidsplanne ontwikkel. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Kan bydra tot kompleksere 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.
<p>6. Etiek en professionalismisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.</p>	<ul style="list-style-type: none"> • Volg prosedures soos voorgeskryf in beleid en standaardwerkprosedures; • Bring potensiele gevalle van botsings onder die aandag van die toesighouer; en • Bewus van beskikbare hulpbronne om geringe etiese kwessies op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Staans etiese gedrag in die werksplek voor; • Identifiseer en evalueer risiko's betrokke by belangebotsings; en • Beveel gepaste gedragslyn aan om kompleksere etiese kwessies op te los. 	<ul style="list-style-type: none"> • 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			
<p>1. Dissiplinespesifieke vaardighede</p> <p>Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieverwante gebiede bereik; bly op hoogte van huidige ontwikkelings en</p>	<ul style="list-style-type: none"> • Toon 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis van toepaslike prosesse; • Identifiseer taakspeesifieke probleme en alle faktore ontleed wat die oplossing beïnvloed; en • Beoefen en moedig goeie werketos in individuele en spanhoedanigheid aan. 	<ul style="list-style-type: none"> • 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 goeie denke in situasies van afwyking van bedryfsaannames; en • Toon die begrip om 'n oop platform van kommunikasie met seniors te hê. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree op as 'n bedryfs-/tegniese deskundige op hierdie gebied; • Pas spesialiseer kennis 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

tendense op gebiede van kundigheid.			<ul style="list-style-type: none"> • Maak seker dat personeel voldoende toegerus is met hulpbronne om hul werksaktiwiteite uit te voer.
2. Taakbestuur Beplan, bestuur, monitor en evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Dra werk op 'n duidelike en bondige manier oor; en • Monitor die leweringsprodukte van personeellede. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Openbaar die vermoë om te werk te deleger; • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Openbaar komplekse bedryfskennis van die gebruik van tegnologie en toerusting in die aanleg; • Openbaar die vermoë om kennis van tegnologie en bedryfstoeusting aan die personeel oor te dra; en • Kan komplekse abnormale werking van tegnologie en toerusting ten opsigte van foutkodes identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Word as 'n tegniese deskundige op gebied van werk beskou; en • Opper proshindernisse by lynbestuur vir oorweging van oplossings.
4. Kwaliteitsoriëntering Verseker uitsette van hoë gehalte, gaan prosesse en take akkuraat na en gee aandag aan besonderhede.	<ul style="list-style-type: none"> • 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 gehaltematreëls tref. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Hersien en kontroleer gehalte van werk teen vasgestelde standaarde en regulasies; en • Stel idees voor om algehele gehaltekweessies reg te stel. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Implementeer 'n monitoringstrategie 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	<ul style="list-style-type: none"> • Hou by gesondheids- en veiligheidsreëls; • Voer aktiwiteite uit om 'n veilige en skoon omgewing in ooreenstemming met 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Openbaar 'n sin van verantwoordelikheid teenoor die werksplekveiligheid van spanne;

Vermoë om die omgewings- en werksplekgevaare te bestuur en bevorder die beginsels van beroepsgegesondheid en -veiligheid.	gesondheids- en veiligheidsvereistes te onderhou; <ul style="list-style-type: none"> Dra alle veiligheidsklere en veiligheidstoerusting; en Het algemene kennis van die prosedures om onveilige toestande, gevaarlike goedere en moontlike gevaar te identifiseer. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Steun werkinsiatiewe en herken die belangrikheid van samewerking met seniors; en Openbaar goeie span-etos. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 OPENBAREDIENSORIENTERING			
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.	<ul style="list-style-type: none"> Openbaar 'n verbintenis tot voortreflikheid en gehalte; Hou by spertye; en Is vriendelik en reageer op gemeenskapslede wanneer diensleweringsskewessies hanteer word. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Tree doeltreffend in interaksie met die algemene publiek en kliënte; en Stel diensleweringprobleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Verstaan en artikuleer kliëntebehoefes; Bestuur kliënte- en sakeverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en Het dieptekennis van diensleweringssake wat betrekking het op hul werkgebied.
2. Interpersoonlike verhoudings	<ul style="list-style-type: none"> Kom goed met ander klaar; Kommunikeer doeltreffend; Werk met ander; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Kan 'n verstandhouding met ander vorm en vind maklik aansluiting by ander; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Oortuig ander van idees sonder om hul beskouing te onderdruk;

Die vermoë om produktiewe verhoudings met mense binne en buite die Munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> Kom optimisties en positief voor. 	<ul style="list-style-type: none"> Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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.
<p>3. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Kan tegniese inligting vertaal in terme wat deur ondergeskiktes en kliente verstaan word; en Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.
<p>4. Diensleweringsoriëntering</p> <p>Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra</p>	<ul style="list-style-type: none"> Openbaar 'n verbintenis tot voortreflikheid en gehalte; Hou by spertye; en Is vriendelik en reageer op gemeenskapslede wanneer diensleweringskwessies hanteer word. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Tree doeltreffend in interaksie met die algemene publiek en kliënte; en Stel diensleweringsprobleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Verstaan en artikuleer kliëntebehoefes; Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en Het dieptekennis van diensleweringsake wat betrekking het op hul werksarea.

tot die verbetering van munisipale prosesse om dienslewingsdoelwitte te bereik.			
PERSOONLIKE BEVOEGDHEDE			
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes 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.</p>	<ul style="list-style-type: none"> • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; • Dryfkrag om by spertye te bly; • Inisieer kontak met ander; en • Gemotiveer en energiek. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; en • Toon groot energie en stel voorbeeld. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2 • Jaag projektoogmerke 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.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en • Probeer verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 • Toon emosionele aanpasbaarheid tydens moeilike situasies; en • Toon voortdurend verbetering, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>3. Gereedheid vir verandering</p> <p>Die vermoë om innoverend te wees en die status quo uit te daag en die vermoë om</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

verandering wat deur ander aangedryf word, te aanvaar			
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> Toon sterk analitiese redeneringsvermoë; Sterk aandag aan besonderhede; en Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Openbaar logiese, gevolgsgedrewe denke; en Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend. Kan detailoriëntering met grootprentjedenke 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.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Bly op hoogte van veranderinge in die bedryf; en Bevorder beste praktyk.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE			
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek</p>	<ul style="list-style-type: none"> Dwing respek af by eweknieë en toesighouers. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Het positiewe impak en dra beeld oor van selfvertroue en bevoegdheid. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Konfronteer en korreger ander taktvol wanneer nodig; Bevorder spanwerk en samewerking;

en ander doeltreffend te beïnvloed.		<ul style="list-style-type: none"> Motiveer ondergeskiktes om take en sendings uit te voer; en Is geloofwaardig vir personeel. 	<ul style="list-style-type: none"> 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.
<p>3. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> Lyk gewillig om nuwe maniere om dinge te doen, te leer. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Verstaan beperkings van ondergeskiktes; Voorsien leiding en steun waar nodig; Verstaan eie ontwikkelingsbehoefes; en Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.
<p>4. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstechnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> Werk goed saam met ander; Toon bedagsaamheid teenoor ander; en Beskou as betroubaar. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.

BEVOEGDHEIDSRAMWERK VIR PROSESOPERATEURS

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Prosesoperateur 	<ul style="list-style-type: none"> Senior proseskontroleur 	<ul style="list-style-type: none"> Eerste proseskontroleur 	
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Openbaar kennis van prosesfunktionaliteit in 'n grootmaatwaterbergings- en -vervoerproses; en Openbaar kennis van aanlegprestasie en stelselfunktionaliteit en optekening en verslagdoening van uitkomstes. 	<ul style="list-style-type: none"> Openbaar kennis van prosesfunktionaliteit in 'n grootmaatwaterbergings- en vervoerproses; Openbaar kennis van aanlegprestasie en stelselfunktionaliteit en optekening en verslagdoening van uitkomstes; en Openbaar kennis van hoe om toesig te hou oor ander 	<ul style="list-style-type: none"> Openbaar gevorderde kennis van prosesfunktionaliteit in 'n grootmaatwaterbergings- en vervoerproses; Openbaar gevorderde kennis van aanlegprestasie en stelselfunktionaliteit en optekening en verslagdoening van uitkomstes; en Het die vermoë om aanlegprestasie en stelselfunktionaliteit en optekening en verslagdoening van uitkomstes te monitor. 	
ONDERVINDING	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 2-3 jaar toepaslike ondervinding nodig 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding nodig 	
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 12 met voorkeur vir wiskunde en wetenskap as vakke; en Kode EB-rybewys. 	<ul style="list-style-type: none"> Graad 12 met voorkeur vir wiskunde en wetenskap as vakke; 'n Tersiëre opvoeding, verkieslik 'n Nasionale Diploma/NTC 4/3-jaar-BSc; en Kode EB-rybewys. 	<ul style="list-style-type: none"> Graad 12 met voorkeur vir wiskunde en wetenskap as vakke; 'n Tersiëre 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				
<p>1. Bestuur van werk</p> <p>Bestuur take wat binne vasgestelde tydraamwerke gegee is, doeltreffend.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 deleger. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Gebruik die gepaste taal, styl en korrekte tegniese terme wanneer take gedeleger 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Reageer deur die gepaste medium van kommunikasie met akkurate en volledige antwoorde; en • Moedig kommunikasie tussen spanne aan. 	

<p>3. Probleemoplossing</p> <p>Die vermoë om potensiele probleme te identifiseer, die probleme in samestellende dele op te breek, potensiele oplossings voort te bring, 'n opsie te kies en dit te implementeer.</p>	<ul style="list-style-type: none"> • 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 potensiele impak van probleme op eie werksomgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	
<p>4. Besluitneming</p> <p>Die vermoë om logiese besluite te neem om seker te maak take word volgens plan uitgevoer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	
<p>5. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en om daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Identifiseer hulpbronvereistes om spesifieke take te onderneem; en • Skeduleer daaglikse take sodat hulle doeltreffend en effektief uitgevoer kan word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Kan tot kompleksere 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. 	
<p>6. Etiek en professionalisme</p>	<ul style="list-style-type: none"> • Volg prosedures soos voorgeskryf word in beleid en standaardwerkprosedures; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; 	

Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.	<ul style="list-style-type: none"> Bring potensiële gevalle van botsings onder die aandag van die toesighouer; en Bewys van hulpbronne beskikbaar om etiese kwessies op te los. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Keur aanbevelings vir besluite en optrede om probleme op te los, goed; en Staan werksaak 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.	<ul style="list-style-type: none"> 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 prosestetegnologie en -toerusting identifiseer. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Openbaar komplekse bedryfskennis van die gebruik van tegnologie en toerusting in die aanleg; Openbaar die vermoë om kennis van tegnologie en bedryfstoeerusting aan die personeel oor te dra; en Kan abnormale werking van tegnologie en toerusting identifiseer. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Hersien en kontroleer gehalte van werk teen vasgestelde standaarde en regulasies; Kan basiese regstellende gehaltemaatreëls tref; Stel idees voor om algehele gehaltekweesies reg te stel; en Inisieer optrede om gehalteprobleme reg te stel. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	

	<ul style="list-style-type: none"> • Doen betyds verslag van abnormale werking van proses. 			
<p>3. Dissiplinespesifieke vaardighede</p> <p>Openbaar 'n bevredigende vlak van tegniese vaardigheid, ondervinding en kwalifikasies gepas vir die rol.</p>	<ul style="list-style-type: none"> • Onderneem roetine-take; • Het 'n basiese vlak van vaardigheid en ondervinding in 'n tegniese werksarea ontwikkel; • Sorg vir eie toerusting en apperate; • 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 logboekoorhandingsverslae. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Verstaan die tegniese taal van die werk; • Verstaan die tegniese komponente van die werk en het 'n duidelike begrip van spesifieke aamag-beginsels; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Pas spesialiseer-kennis 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 bewusheid; en • Hanteer enige onsekerhede van oorhandigings. 	
<p>4. Werkplekveiligheid</p> <p>Vermoë om die omgewings- en werksplekgevaare te bestuur en bevorder die beginsels van beroepsgeondheid en -veiligheid.</p>	<ul style="list-style-type: none"> • 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 veiligheids-toerusting; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 noodgevälle om behoorlike besluite en planne te implementeer; 	

	<ul style="list-style-type: none"> Kan onveilige toestande, gevaarlike goedere en moontlike gevare identifiseer. 	<p>gesondheids- en veiligheidsvereistes is; en</p> <ul style="list-style-type: none"> Kan onveilige toestande en moontlike gevare identifiseer. 	<ul style="list-style-type: none"> Kan logiese inligting verskaf ná kritieke voorvalle plaasgevind het; en Pas veiligheidsbeheermaatreëls in die werksplek toe. 	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Openbaar 'n verbintenis tot voortreflikheid en gehalte; Hou by spertye; en Is vriendelik en reageer op gemeenskapslede wanneer diensleweringkwessies hanteer word. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Tree doeltreffend in interaksie met die algemene publiek en kliënte; en Stel diensleweringprobleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Verstaan en artikuleer kliëntebehoefes; Bestuur kliënte- en sakeverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en Het dieptekennis van diensleweringssake wat betrekking het op hul werksarea. 	
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Kom met ander klaar; Kommunikeer doeltreffend; Werk met ander; en Kom optimisties en positief voor. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Kan 'n verstandhouding met ander vorm en vind maklik aansluiting by ander; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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; 	

			<ul style="list-style-type: none"> • Openbaar die geduld om enduit na mense te luister en hul opinies akkuraat te herhaal, seifs wanneer daar nie saamgestem word nie; en • Bewus van hoe mense en organisasies funksioneer. 	
<p>3. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	
<p>4. Dienslewingsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid en gehalte; • Hou by spertye; en • Is vriendelik en reageer op gemeenskapslede wanneer dienslewingskwessies hanteer word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en kliënte; en • Stel dienslewingsprobleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Verstaan en artikuleer kliëntebehoefes; • Vestig 'n samewerkende verhouding met kliënte en lyndepartemente; en • Het dieptekennis van dienslewingsake wat betrekking het op hul werksarea. 	

PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes 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.</p>	<ul style="list-style-type: none"> Gewillig om nuwe uitdagings aan te pak; Is selfgemotiveerd; Dryfkrag om by spertye te bly; Inisieer kontak met ander; en Gemotiveer en energiek; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Toon geesdrif om nuwe projekte te aanvaar; en Toon groot energie en stel voorbeeld. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Jaag projekkoogmerke meedoenloos 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. 	
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en Probeer verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Toon emosionele aanpasbaarheid tydens moeilike situasies; en Toon voortdurend verbetering, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Oop vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	

<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Openbaar logiese, gevolgsedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend. • Kan detailoriëntering met grootprentjedenke 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. 	
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
<p>1. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen; en • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	

			<ul style="list-style-type: none"> • Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer. 	
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Dwing respek af by eweknieë en toesighouers. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • Lyk gewillig om nuwe maniere om dinge te doen, te leer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Verstaan beperkings van ondergeskiktes; • Voorsien leiding en steun waar nodig; • Verstaan eie ontwikkelingsbehoefes; en • Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Spanorientering</p> <p>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.</p>	<ul style="list-style-type: none"> • Werk goed saam met ander; • Toon bedagsaamheid teenoor ander; en • Beskou as betroubaar. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	

			<ul style="list-style-type: none">• Erken en respekteer die waarde van verskillende sienswyses.	
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BEVOEGDHEIDSRAMWERK VIR PROJEKADMINISTRASIE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> Assistentprojekadministrateur 	<ul style="list-style-type: none"> Projekadministrateur 	<ul style="list-style-type: none"> Senior projekadministrateur 	
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Voorsien roetine- klerklike steun vir projekte en volg standaardprosedures; en Werk onder direkte toesig. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding. 	
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 12; en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> Graad 12 of 'n 1-jaar projekbestuursertifikaat; en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> Graad 12; en 'n 1-jaar projekbestuursertifikaat of 'n BTech of nagraadse diploma in projekbestuur; en 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; en Berei oorwoë, skriftelike kommunikasie van hoë gehalte voor wat die volgende kan insluit: briewe, memorandum, e-posse, verslae en ander korrespondensie, intern sowel as ekstern tot die munisipaliteit. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Berei oorwoë verslae van hoë gehalte voor vir besluitneming in die munisipaliteit; en Aanvaar toetsigverantwoordelikheid 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> Het daaglikse interaksie met verskeie kliente/belanghebbendes; Beantwoord basiese vrae beleefd en behulpsaam; Gee opsies vir optrede deur kliente/belanghebbendes uit 'n reeks beskikbare optredes; en Voer opsie deur wat die klient/belanghebbende gekies 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Stel 'n reeks opsies vir optrede deur klient/belanghebbende vas. Gee opsies en aanbeveling van voorkeuropsie aan klient/belanghebbende; Gee redes vir voorkeurkopsie; en Voer finale besluit deur. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Identifiseer voorkeuroplossing met potensiële gevolge Besluit oor beste opsie in risikoprofiel; Skep verstandhouding met klient/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.			
<p>4. Organiseringsbewustheid</p> <p>Die vermoë om die munisipaliteit se oogmerke te verstaan en die impak van besluite op die gemeenskap en die funksionering van die departement.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 departementale diensleweringsoordragings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	
<p>5. Probleemoplossing</p> <p>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.</p>	<ul style="list-style-type: none"> • Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Waarsku toesighouer van probleme in 'n vasgestelde proses; • Los eenvoudige probleme op; • Identifiseer probleme in proses; en • Verwys probleme na toesighouer vir oplossing maar bied alternatiewe of aanbevelings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Konseptualiseer moontlike oplossings van probleme; • Oorweeg elke oplossing teen besteparkmaatstawwe; • 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. 	
<p>6. Beplanning en organisering</p>	<ul style="list-style-type: none"> • Beplan take daagliks volgens 'n vasgestelde rooster; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Berei take weekliks voor; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; 	

<p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> Wysig planne in ooreenstemming met instruksies van toesighouers; Voer take volgens plan in prioriteitsvolgorde uit, met gebruik van 'n mate van diskresie; Beplan take daaglik volgens 'n assessering van rooster van aktiwiteite; en Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> Prioritiseer take daaglik volgens 'n assessering van rooster van aktiwiteite; en Voer take uit of delegeer dit na die gepaste individue. 	<ul style="list-style-type: none"> 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. 	
<p>7. Gebruik van tegnologie</p> <p>Die vermoë om tegnologie in die werksplek te gebruik om die funksionering van die munisipaliteit te optimaliseer.</p>	<ul style="list-style-type: none"> Kan die basiese funksies van 'n verskeidenheid kantoormasjiene gebruik, insluitende 'n fotostaatmasjiene, skandeerder, faksmasjiene en telefoon; Openbaar basiese rekenaargeletterdheid; en Basiese kennis van MS Office. 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1; Kan gevorderde funksies van 'n verskeidenheid kantoormasjiene gebruik, insluitende 'n fotostaatmasjiene, skandeerder, faksmasjiene en telefoon; Gevorderde kennis van MS Office; en Kan data verwerk deur verskillende rekenarsagtewarepakkette te gebruik (bv. MS Project). 	<ul style="list-style-type: none"> Openbaar bevoegdheid uit vlak 1 en 2; Kan gevorderde funksies van MS Office-pakkette gebruik; Verstaan hoe om rekenaar-pakkette te gebruik om 'n verskeidenheid data te verwerk; en Optimaliseer die gebruik van tegnologie vir doeltreffende en doelmatige werking van 'n kantoor. 	
<p>8. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike munisipale standaarde te verseker.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheid 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. 	

FUNKSIONELE BEVOEGDHEDE				
<p>1. Projekbestuur</p> <p>Vermoë om gebruik te maak van die vaardighede en kundigheid in 'n span om die projekdoelwitte op die doeltreffendste en effektiëste manier te bereik.</p>	<ul style="list-style-type: none"> • Volg vasgelegde prosedures nougeset; • Identifiseer elemente in 'n proses wat knelpunte en verstopings kan veroorsaak; • Bring knelpunte en verstopings onder die toesighouer se aandag; en • Openbaar kennis en begrip van kontraktuele, wetgewende en statutêre terminologie/vereistes in die bestuur van 'n projek. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Het diepte-kennis van die spesifieke lewensiklus van die projek; • Verstaan die prosesse van projek-konseptualisering tot implementering en operasionalisering; • Het diepte-kennis van standarde en bedryfsmaatsstawwe 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 dokumentbeheertegniese en -stelsels, vergaderings en verslagdoeningsprosedures. 	
<p>2. Dataverwerking en ontleding</p> <p>Vermoë om data te verwerk en verbeterings te bewerkstellig in die manier waarop dit verwerk word.</p>	<ul style="list-style-type: none"> • Voer data in spesifieke toepassings in, gerekenariseer of per hand volgens vasgestelde prosedures; en • Gaan data na wanneer dit ingevoer word vir ooglopende foute. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; 	

Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en Beding vergunnings sonder om verhoudings te skaad. 	
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en Kommunikeer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Struktureer skriftelike dokumente in 'n logiese raamwerk; Lê komplekse kwessies duidelik en bondig vas; Dra alternatiewe ooggpunte oor; Organiseer besprekings logies; en Reageer op vrae met akkurate en volledige antwoorde. 	
<p>3. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Openbaar 'n verbintenis tot voortreflikheid; en Kom verbintnisse en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Tree doeltreffend in interaksie met algemene publiek; Verstaan en artikuleer gemeenskapsbehoefes; en Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	

<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n kliënt/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en verseker klientetevredenheid; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 klientetevredenheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientetevredenheidsstrategie om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokuste uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werkssetiek 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Jaag projekkoogmerke meedoënloos na; en • Druk self en motiveer ander vir resultate. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Stel uitdagende doelwitte; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	

	<ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 			
<p>3. Geredheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Openbaar logiese, gevolgsedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en • Onderzoek deeglik en oorweeg gevolge en risiko's betrokke by optrede. 	
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Verstaan eie sterk en swak punte en vaardighede kleiner te maak; en • Leer uit ondervinding – herhaal nie foute nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Beïnvloed ander doeltreffend deur 'n aantal tegnieke te gebruik; • Kan ander oortuig, oorreed en beïnvloed; en 	

<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Dwing respek by eweknieë en ondergeskiktes af. Openbaar bevoegdheids uit vlak 1 en 2; Bevorder 'n sterk gevoel van samehorigheid; Dra by tot 'n positiewe klimaat in die span; en Betrek en bemaatig span om doelwitte te stel en te bereik. 	
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Sit werk op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Goed daarin om rigting duidelik aan te gee; en Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Deel kennis en inligting met eweknieë en ondergeskiktes; en Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	

BEVOEGDHEIDSRAMWERK VIR PROJEK-/PROGRAMBESTUUR

VLAKKE	1	2	3	4
TIPIESE LOOPBAANSTROOM (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> • Projekbestuurder I • Projek-/Programkoördineerder 	<ul style="list-style-type: none"> • Projekbestuurder II 	<ul style="list-style-type: none"> • Senior projekbestuurder 	<ul style="list-style-type: none"> • Programbestuurder
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 gelever 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 0-2 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> • 8 jaar of meer toepaslike ondervinding met uitgebreide bestuursondervinding

KWALIFIKASIE				
	<ul style="list-style-type: none"> 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en Rekenaargelettertheid: MS Office. 	<ul style="list-style-type: none"> 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en Rekenaargelettertheid: MS Office. 	<ul style="list-style-type: none"> 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en Rekenaargelettertheid: MS Office. 	<ul style="list-style-type: none"> 'n Toepaslike tersiêre kwalifikasie in projekbestuur; en Rekenaargelettertheid: MS Office.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
KERN- PROFESSIONELE BEVOEGDHEDE				
<p>1. Dissiplinespesifieke vaardighede</p> <p>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.</p>	<ul style="list-style-type: none"> 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 standarde en bedryfsmaatsstawwe 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 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 prosesverleistes assesser; Neem werke veilig in gebruik en/of stel dit buite gebruik en met die minimum ontwinging van munisipale dienslewering; en Gebruik goeie dunde in situasies van afwyking van projekaannames; en Identifiseer en implementeer regstellende optrede aan projekte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreels 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 langtermyn doelwitte.

	<ul style="list-style-type: none"> • Vermoë om verantwoordelikheid vir besluite oor basiese projekte te aanvaar. 			
<p>2. Finansiële bestuur</p> <p>Verbeter die munisipaliteit se sake sin sover moontlik en toon 'n gesonde begrip van toepassing van die doeltreffendste bestuurspraktyke om munisipale en projek-/programfinansieringsdoelwitte en oogmerke te bereik.</p>	<ul style="list-style-type: none"> • 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 kontantvloei voorspellings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 kompleks kontrakte en -prosedures; en • Het kennis en begrip van nasionale beleid en wetgewing wat 'n impak het op munisipale finansies. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 vertrou met AKB-praktyke en -prosedures. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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-voordeelende 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.
<p>3. Mensebestuur</p> <p>Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Herken individue en spanne en gee ontwikkelingsterugvoer en tree regstellend op ooreenkomstige prestasiebestuursbeginsels; • Hou by interne en nasionale standaarde met betrekking tot MH-praktyke;

			<p>toegang tot ontwikkeling vir alle mense in die aangewese groepsal verbeter;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>4. Beplanning en organisering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 potensiele probleme; en 	<ul style="list-style-type: none"> • 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 vennootskapsoreenkomste wat seker maak van uitkomstes waar albei kante wen; en 	<ul style="list-style-type: none"> • 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,

	<ul style="list-style-type: none"> • 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 projekdoelwitte te bereik. 	<ul style="list-style-type: none"> • Bestuur en beplan vir risikoafkeer. 	<ul style="list-style-type: none"> • Sorg vir en bestuur etlike take/projekte en besonderhede deur te fokus op kernprioriteite en delegering aan ander. 	<p>gebruik metodes soos kruisfunksionele spanne, sekonderings, ontwikkelingstake en samewerkende befondsing om resultate te behaal.</p> <ul style="list-style-type: none"> • 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 langtermynbehoefes vir die munisipaliteit.
<p>5. Monitering en beheer</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 beroepsgeesondheids- en -veiligheidsregulasies; • Bereik teikens en doelwitte konsekwent soos beplan; • Lewer aktiwiteite en planne volgens rooster; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

	<ul style="list-style-type: none"> 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. 			
<p>6. Organisasoriese bewusheid</p> <p>Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en om hierdie begrip toe te pas om die diensleweringssuitdagings te bereik.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 Verstaan die munisipaliteit se beleid en prosedures; Verstaan sektorbeleid en wetgewing; en Dieptekennis van die kwessies wat 'n impak het op dienslewering. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; Dieptekennis van munisipale wetgewing; Dra by tot hantering van die munisipaliteit se diensleweringssuitdagings; en Dieptekennis van munisipaliteit se beleid en prosedures. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.
<p>7. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike standaarde te verseker.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; en Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is; en Teken dokumente in omvang van gesag af. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Monitor projekte en programme; en Kontroleer teen standaarde en regulasies en teken dokumente af volgens gedelegeerde gesag.
<p>8. Rigtingbepaling</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte; en 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; en

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.	<ul style="list-style-type: none"> Definieer die parameters van take duidelik, insluitende verantwoordelikheid, besluitneming, gesag en verantwoordingspligtigheid en enige ander optrede, beperkings of spertye. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Kan die direktoraat/departement se doele in doelwitte vir die eenheid omskep en die span se verbintenis tot die doelwitte kry.
<p>9. Geskilplossing</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 Kan verskille wat 'n impak op prestasie het, ontloot; 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 geskilplossingbeleid en -raamwerke (arbitrasieprosesse, gedingvoering, ens.); en Bied en soek praktiese, regverdige en billike oplossings of positiewe gedragstypen. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3.
<p>10. Probleemoplossing</p>	<ul style="list-style-type: none"> Openbaar logiese, gevolgsgerigte denke (Toon 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3;

<p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<p>sterk analitiese redeneringsvermoë);</p> <ul style="list-style-type: none"> • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; • Stel vas wat die grondorsaak van probleme is en evalueer of oplossings grondorsake in ag neem; • Openbaar objektiwiteit, deeglikheid, insigrykheid en ondersoekende gedrag wanneer probleme benader word; • Kan detailoriëntering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 oorlog met die belanghebbendes, los dit op en monitor dit. 	<ul style="list-style-type: none"> • 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.
<p>11. Onderhandeling</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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, regverdigde en billike oplossings of positiewe gedragstypen; • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Stel duidelike mandaat en strategie vir onderhandelinge vas.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Bly gefokus op oplossing van die dooie punte en vermy persoonlike probleme en aanvalle. 		
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Oortuig ander van sy idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

	<ul style="list-style-type: none"> • Luister goed en is ontvanklik en moedig deelname en onderlinge begrip aan. 	<p>formele sowel as informele situasies; en</p> <ul style="list-style-type: none"> • Reageer op vrae met akkurate en volledige antwoorde. 		<p>van die munisipaliteit prys te gee.</p>
<p>3. Dienslewering-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbonde aan voortreflikheid; • Kom verbintnisse en belofes na met betrekking tot onderneming van take en hou by spertye; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Tree doeltreffend in interaksie met die algemene publiek en gemeenskaps-verteenvoerders. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Praat doeltreffend oor diensleweringssake met interne en eksterne belanghebbendes; en • Verstaan en artikuleer gemeenskapsbehoefes in projekplanne van plaaslike regering; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings.
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Verstaan die verskeidenheid kliënte wat bedien word; • Behou duidelike kommunikasie met kliënte oor gemeenskaplike verwagtinge en monitor klientetevredenheid; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klantediensvisie te implementeer; • Implementeer klientetevredenheidsruigvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Openbaar persoonlike verbintnis tot die klantediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klantediensvisie openbaar. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Bestuur die klantgerigte diensleweringssimpelementeringstrategie.

PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Druk self en motiveer ander vir resultate; • Voltooi projekte suksesvol binne toegelate tyd en begrotingsloewysing; en • Tree op indien doelwitte/oogmerke nie bereik word nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Jaag projektoogmerke meedoënloos na; • Stel en bereik uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Dryf leweringsprodukte onverpoos na teen projekte in verskeie programme.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoeidelik en handhaaf werkstandaarde; en • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn-denke, volg logies deur, bewus van</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Openbaar logiese, gevolgsgedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprijtjedenke versoen; • Kyk verby die ooglopende en stop nie by die eerste oplossing nie; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.

gevolge en implikasies. Kan die groot prentjie sien.			<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 korrupie en oneerlike gedrag. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
1. Impak en invloed	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bou steun en projekteer gesag en geloofwaardigheid; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3.

<p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Dwing respek by eweknieë en ondergeskiktes en belanghebbendes af; en • Oortuig bestuur van oopvraag of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> • 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 korreger ander taktvol wanneer nodig; • Openbaar kalmte tydens teëspoed; en • Word gevra om konflik en verskille op te los. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bou spangees en samehörigheid oor funksiegrense in die onderskeie dissiplines.

<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit.
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BEVOEGDHEIDSRAMWERK VIR EIENDOMSBESTUUR

VLAKKE	1	2	3	4
<p>TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)</p>	<ul style="list-style-type: none"> Eiendomsbestuursbeamble Eiendomsbeamble Eiendomsinspekteur 	<ul style="list-style-type: none"> Operasionele bestuurder: Eiendomsbestuur Senior eiendomsbestuursbeamble Senior eiendomsbeamble Senior eiendomsinspekteur 	<ul style="list-style-type: none"> Assistentbestuurder: Eiendomsbestuur Eerste eiendomsbestuursbeamble Eerste eiendomsbeamble Eerste eiendomsinspekteur Spesialis: Verkrygings Spesialis: Verhuring Spesialis: Vervreemdings 	<ul style="list-style-type: none"> Algemene bestuurder: Eiendomsbestuur Bestuurder: Eiendomsbestuur
<p>KENNIS EN OMVANG VAN WERK</p>	<p>Onder direkte toesig van die Operasionele bestuurder of Bestuurder: Eiendomsbestuur, implementeer die aktiwiteite van die Eiendomsbestuurplan deur:</p> <ul style="list-style-type: none"> 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; 	<p>Onder direkte toesig van die Assistentbestuurder: Eiendomsbestuur, hou toesig oor die aktiwiteite van Eiendomsbestuur deur:</p> <ul style="list-style-type: none"> 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 	<p>Bestuur die eiendomsbestuurfunksie onder die direkte toesig van die Algemene bestuurder/Bestuurder: Eiendomsbestuur en kan gevra word om meer junior personeel te bestuur deur:</p> <ul style="list-style-type: none"> Strategie van Eiendomsbestuur en aksieplanne te implementeer; Uitvoerige planne vir Eiendomsbestuur, verkryging, vervreemding en verhuring ingevolge die 	<p>Bestuur 'n gespesialiseerde eiendomsbestuurfunksie onder die leierskap en leiding van die Direkteur/Afdelingshoof/ Eiendomsportefeuljebestuurder deur:</p> <ul style="list-style-type: none"> Bring eiendomsbestuurvisie in lyn met die munisipale groei-strategie en GOP; 'n Kort- tot mediumtermyn strategie vir eiendomsverkrygings, -vervreemdings, -verhuring en -inkomste te ontwikkel; Bring strategie vir eiendomsverkryging, -vervreemding, -verhuring en inkomste in lyn met die munisipale strategie;

	<ul style="list-style-type: none"> • 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. 	<p>stelsels en instrumente wat die Eiendomsdepartement se mandaat vir geïdentifiseerde bates steun; en</p> <ul style="list-style-type: none"> • Implementering van bedryfsoplossings en -dienste in ooreenstemming met die Eiendomsdepartement se sakeplan. 	<p>munisipaliteit se beleid uit te voer;</p> <ul style="list-style-type: none"> • 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 eiendomsportefeuljebestuur-, verkrygings-, verhurings- en vervreemdingsaktiwiteite uit te voer. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding 	<ul style="list-style-type: none"> • 8 jaar of meer toepaslike ondervinding in Eiendomsbestuur in middelbestuur 	<ul style="list-style-type: none"> • 8 jaar of meer ondervinding in Eiendomsbatebestuur in middel-/senior bestuur
KWALIFIKASIE	<ul style="list-style-type: none"> • 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n Sertifikaat/Diploma of ekwivalent in eiendomsbestuur/beboude omgewing of verwant; en 	<ul style="list-style-type: none"> • 'n Toepaslike kwalifikasie ná matriek, verkieslik 'n Sertifikaat/Diploma/B-graad in eiendomsbestuur/beboud 	<ul style="list-style-type: none"> • 'n Toepaslike tersiële kwalifikasie, verkieslik 'n Diploma/B-graad in eiendomsbestuur/beboude omgewing of verwant; en 	<ul style="list-style-type: none"> • 'n Toepaslike tersiële kwalifikasie, verkieslik 'n Diploma/B-graad in eiendomsbestuur/beboude omgewing of verwant; en

	<ul style="list-style-type: none"> Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> omgewing of verwant; en Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Het daaglikse interaksie met verskeie kliënte/belanghebbendes; en Beantwoord basiese vrae beleefd en behulpsaam. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Identifiseer voorkeuroplossing met potensiele gevolge Besluit oor beste opsie in risikoprofiel; Skep verstandhouding met kliënte/belanghebbendes/groep oor die beste opsie; en Voer opsie uit en aanvaar gevolge en verantwoordingspligtheid.
2. Tegnieiese kommunikasie Die vermoë om tegnieiese 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.	<ul style="list-style-type: none"> Openbaar doeltreffende mondelinge en skriftelike kommunikasie van tegnieiese 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Dra boodskappe en tegnieiese 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 tegnieiese konsepte; Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 konsekwenheid 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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		<ul style="list-style-type: none"> • Is ontvanklik vir voorstelle en idees van ander; en • Openbaar 'n diep begrip van die kwessies wat oorgedra moet word. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Organisasoriese bewustheid</p> <p>Openbaar 'n bewustheid van die munisipaliteit se kernaandrywers, impakte op dienslewering en verstaan die politieke ondertone en gevolge in die munisipaliteit.</p>	<ul style="list-style-type: none"> • Openbaar 'n begrip van hoe die munisipaliteit werk; • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Is diplomaties en taktvol wees. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

		gemeenskapsbehoefes en is bewus van omgewingskwellinge.		<ul style="list-style-type: none"> • Begryp prioriteite, doelwitte en kwessies van plaaslike regering.
<p>4. Konseptuele denke</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Kan vrae stel oor kwessies en diep ondersoek, met takt en diplomatie; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Openbaar 'n intuitiewe 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 grootprentjedenke versoen; • Hanteer onvoorspelbaarheid doeltreffend en kan vinnig optree; en • Gemaklik met 'n mate van dubbelsinnigheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 potensiele 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				
<p>1. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Bestuur die toegewese take tot die ooreengekome standarde 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Bestuur hulpbronne om projekdoelwitte te bereik; • Stel hoe prestasiestandarde aan self en ander; • Volg prosedures akkuraat; • Prioritiseer aktiwiteite om seker te maak dat projek 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur etlike projekte; • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; • Stel en bestuur diensvlakoorreënkomste met eksterne diensverskaffers;

	<ul style="list-style-type: none"> • Maak seker dat werk akkuraat en volledig is. 	<p>volgens rooster voltooi word; en</p> <ul style="list-style-type: none"> • Kom begrotingsvereistes na. 	<ul style="list-style-type: none"> • Aanvaar verantwoordelike en verantwoordingspligtheid vir suksesvolle voltooiing van take en projekte; • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel; en • Ontwikkel gebeurlikheidsplanne vir potensiele probleme. 	<ul style="list-style-type: none"> • 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.
<p>2. Finansiële bestuur</p> <p>Toon 'n bewusheid van begrotingsbeperkings en werk verstandig binne finansiële perke.</p>	<ul style="list-style-type: none"> • Verseker behoorlike rekord word van finansiële aangeleenthede en transaksies gehou. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Bring uitgawes in lyn met begrotings en kontantvloei voorspellings; • 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.

<p>3. Inligtingsmeting en -monitering</p> <p>Openbaar 'n vermoë om inligting te versamel, te hersien en te ontleed, tendense te identifiseer en daarvoor verslag te doen.</p>	<ul style="list-style-type: none"> • Lê data akkuraat vas, kontroleer vir akkuraatheid; en • Kan basiese data-ontleding doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Kan komplekse data ontleed deur die skepping van sigblaaië en databasisse; en • Kan gevolgtrekkings van ontledings opsom om sekere tendense voor te stel. 	<ul style="list-style-type: none"> • 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 dienslewingsbehoefes vooruit te sien; • Kan vroeë stel oor inligting, tendense ontleed en gevolgtrekkings daarvoor maak; en • Kan vasstel of mediadekking positief, negatief of gebalanseerd is, saam met 'n beskouing oor die waarde en impak van die dekking. 	<ul style="list-style-type: none"> • 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.
<p>4. Gebruik van tegnologie</p> <p>Vertoon 'n vermoë om tegnologie in die werksplek te gebruik om prestasie te optimaliseer en beter resultate te lewer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 OPENBAREDIENSORIENTERING				
<p>1. Diensleweringoriëntering</p> <p>Die vermoë om personeel op dienslewering en die belange van die bewoners en hul gemeenskappe te laat fokus.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan gemeenskapsbehoefes en steun lewering deur tydig kommunikasie; • Maak seker dat die departement/munisipaliteit vinnig op situasies (insluitende krisis) 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 kliëntebehoefes te steun gemonitor en bygewerk word (bv. Webwerf). 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; • Praat doeltreffend oor dienslewering sake 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 dienslewering sinligting oordra.
<p>2. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en • Kommunikeer doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Vind aansluiting by mense op alle vlakke van die munisipaliteit; • Gee erkenning aan bydraes van ander; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> Lê ander se verwagtinge, idees en kwellinge akkuraat vas; en Moedig insette van ander aan en neem dit in ag. 	<p>voorstelle in waar geregverdig; en</p> <ul style="list-style-type: none"> Toon selfvertroue in interaksie met interne en eksterne belanghebbendes. 	
<p>3. Kommunikasie</p> <p>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 toegesprek word, wat 'n gemeenskaplike begrip verseker.</p>	<ul style="list-style-type: none"> 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 feitlik, 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, puntuasie en taal; Luister versigtig om te verstaan; en Vra vrae om sake te verhelder. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>4. Kliëntoriëntering en klantefokus</p>	<ul style="list-style-type: none"> Verstaan die verskeidenheid kliente wat bedien word; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vorige vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3;

<p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes belyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Handhaaf duidelike kommunikasie met kliente 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. 	<ul style="list-style-type: none"> • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	<ul style="list-style-type: none"> • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientetevreedenheids-terugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie-oriëntering</p> <p>Die openbaring van 'n hoë werksetlike 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.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.

		<p>hanteer moeilike situasies doeltreffend;</p> <ul style="list-style-type: none"> • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander; en • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 		
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Staar 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

		<p>swak punte en tree op om gaping tussen kennis en vaardighede kleiner te maak; en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 		<p>met die belanghebbendes, los dit op en monitor dit.</p>
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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 grondoorsaak in ag neem. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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				
<p>1. Spanorientering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bou sponsees en samehorigheid oor funksionele gebiede;

<p>gepaste fasilliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Kan op 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig die span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
<p>2. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte; en • Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 langtermyn doelwitte en bring meer as een manier voort om daar uit te kom; en • Inisieer en bestuur verandering in nastrewing van strategiese oogmerke.

<p>3. Impak en invloed Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. Word gerespekteer deur eweknieë en ondergeskiktes; en Oortuig seniors en bestuursbeamples van ooggpunte of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 teespoed; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 toegesprek word.
<p>4. Afrigting en mentorskap Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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

		riglyne oor hoe om nuwe of moeilike situasies te hanteer.	<ul style="list-style-type: none">• Hernieu persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe.	prestasiemaatreëls in hooftrekke beskryf; <ul style="list-style-type: none">• 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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BEVOEGDHEIDSRAMWERK VIR BOUREKENAARS

VLAKKE	1	2	3	4	5
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Bourekenaar in opleiding Gegradueerde bourekenaar 	<ul style="list-style-type: none"> Bourekenaar Landmeter Konstruksie-bourekenaar 	<ul style="list-style-type: none"> Senior bourekenaar Senior landmeter Senior konstruksiebourekenaar 	<ul style="list-style-type: none"> Eerste bourekenaar Eerste landmeter Eerste konstruksiebourekenaar 	<ul style="list-style-type: none"> Hoofbourekenaar Hooflandmeter Hoofkonstruksie-bourekenaar
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Voer junior landmeterstake uit onder toesig/mentorskap van 'n landmeter; en Kan deel wees van 'n gestruktureerde opleidingsprogram. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Betrokke by aktiwiteite wat tipies kompleks van aard is; Pas geïntegreerde kennis toe; en Werk onafhanklik met 'n mate van leiding. 	<ul style="list-style-type: none"> Betrokke by kompleksere professionele landmetersfunksies; Werk onafhanklik; en Kan toesig hou oor en mentorskap gee aan meer junior landmeters. 	<ul style="list-style-type: none"> Neem deel aan, beplan en lei komplekse projekte; Werk onafhanklik; en Hou toesig oor en koördineer meer junior landmeters en rig verslagdoening.
ONDERVINDING	<ul style="list-style-type: none"> Geen ondervinding nodig; en Voorkeur as gegradueerdes 2/3 jaar se praktiese werk onder toesig van 'n gekwalifiseerde bourekenaar gedoen het. 	<ul style="list-style-type: none"> 2-3 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 8 jaar of meer toepaslike ondervinding nodig.

KWALIFIKASIE	<ul style="list-style-type: none"> 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n BSc Bourekene of B-graad of Nasionale Diploma; en Voorkeur aan 'n professionele vermoëtoets/APC 	<ul style="list-style-type: none"> 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n BSc Bourekene, BTech Bourekene of BTech: Konstruksiebestuur; en Voorkeur aan 'n professionele vermoëtoets/APC 	<ul style="list-style-type: none"> 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n BSc Bourekene; BTech of BTech: Konstruksiebestuur; Voorkeur aan 'n professionele vermoëtoets/APC; en Professionele registrasie is 'n verkieslike vereiste. 	<ul style="list-style-type: none"> 'n Toepaslike tersiëre kwalifikasie, verkieslik 'n BSc Bourekene; BTech of BTech: Konstruksiebestuur; Voorkeur aan 'n professionele vermoëtoets/APC; en Professionele registrasie is 'n verkieslike vereiste. 	<ul style="list-style-type: none"> 'n Toepaslike tersiëre 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					
<p>1. Beplanning</p> <p>Die vermoë om opsies stelselmatig te identifiseer, te ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.</p>	<ul style="list-style-type: none"> Dra by tot beplanning deur inligting van navorsing, opnames en studies saam te stel en te versamel; Ontleed inligting om uitvoerbaarheidsstudies te steun; en Stel uitvoerbaarheidsondersoek saam vir projekte wat 'n redelik plaaslike impak het. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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/belanghebendes en pas ingenieursoplossings aan om aan die behoeftes van gemeenskap te voldoen; en Neem institusionele reëlins en kapasiteite in ag in die beplanning en 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; Kontekstualiseer projeklewing in ooreenstemming met organisatoriese planne; en Dra by tot die opsie-ontleding.

			voorstel van ingenieursoplossings.		
<p>2. Organisasie bewusheid</p> <p>Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en om hierdie begrip toe te pas om die dienslewering uitdaging te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 dienslewering uitdaging. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 uitdaging in die lewering van munisipale dienste. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.
<p>3. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike</p>	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Gaan werk van ondergeskikte na vir foute en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Hou 'n kontrolelys vir 'n projek wat alle besonderhede insluit wat oorgesien kan word; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standarde en regulasies en teken dokumente af; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 4; en • Maak seker dat gehalte en foutlose verslae op die komiteestelsel ingedien word.

ingenieurstandaarde te verseker.		weglatings voor indiening; <ul style="list-style-type: none"> • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaarde en regulasies. 	<ul style="list-style-type: none"> • Maak seker dat alle inligting beskikbaar is om die dokumentasie voor te berei. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standaarde; • Bestuur multidisziplinêre projekte; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; en • Bestuur etlike begrotings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bestuur etlike programme; en • Prioritiseer etlike hulpbronne om by mededingende spertye te bly. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 ontwerp spesifikasies, gesondheids- en veiligheidsregulasies, kommunikeer in gepaste styl tydens toesig van konstruksiepersoneel.	<ul style="list-style-type: none"> • Kennis van konstruksie- en onderhoudsprosesse; • Monitor nakoming van ontwerp spesifikasies, gesondheids- en veiligheidsregulasies; en • Kommunikeer in gepaste styl tydens toesig van konstruksiepersoneel. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Dieptekennis van konstruksie- en onderhouds- prosesse; • Skakel doeltreffend met eksterne owerhede en ander 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Ken hulpbronne toe (arbeid, materiaal, toerusting) om gewenste oogmerke te bereik; • Gebruik goedduke in situasies van afwyking van ontwerpnames; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Bestuur etlike onderhouds- en konstruksieprojekte; • Bestuur projekbegrotings- en -roosters; en • Onderhandel met klientdepartemente en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 4; • Kan goedduke gebruik in situasies van afwyking van ontwerpnames; • Bestuur regstellende optrede; en

styl tydens toesig oor konstruksiewerke.		<p>belanghebbendes oor projekspesifieke sake;</p> <ul style="list-style-type: none"> Kan kontraktuele sake tussen die munisipaliteit en kontrakteurs doeltreffend hanteer; en Versag gesondheids-, veiligheids- en omgewingsrisiko's. 	<ul style="list-style-type: none"> Bestuur multidisiplinêre span; Identifiseer en implementeer regstellende optrede; Skakel met klientdepartemente en kontrakteurs; en Bestuur projekbegrotings en roosters doeltreffend. 		<ul style="list-style-type: none"> Skakel met klientdepartemente en kontrakteurs.
<p>3. Ontwerp</p> <p>Die vermoë om infrastruktuur te ontwerp ooreenkomstig gedefinieerde landmeterstandaarde en met gepaste inagneming van bedryfsvereistes, begrotings, veiligheid, koste-effektiwiteit en omgewingstandaarde.</p>	<ul style="list-style-type: none"> Stel tender- en kontrakdokumente vir infrastruktuur onder toesig saam. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Keur ontwerp goed; Neem die gepastheid van oplossings in die konteks van gemeenskapsbehoefes in ag; en Gebruik gepaste tegnologieë om aan gemeenskapsbehoefes te beantwoord. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Prioritiseer ontwerp ten opsigte van begrotingsbeskikbaarheid. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 OPENBAREDIENSORIENTERING					
<p>1. Interpersoonlike verhoudings</p>	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en kom met hulle klaar; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Kan reguit en eerlik, dog diplomaties en taktvol wees; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 4; en

Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> Kommunikeer doeltreffend; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Oortuig ander van sy idees sonder om hul beskouing te onderdruk; Gee erkenning aan verdienstelike 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 boel. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Verbind tot voortreflikheid; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en

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.	<ul style="list-style-type: none"> Kom verbintnisse en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> Treë doeltreffend in interaksie met algemene publiek; en Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne. 	<ul style="list-style-type: none"> Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> Praat doeltreffend oor diensleweringsake met alle belanghebbendes.
PERSOONLIKE BEVOEGDHEDE					
<p>1. Aksie-oriëntering en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes na te kom. Dit word geopenbaar in die individuele vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.</p>	<ul style="list-style-type: none"> Snap nuwe uitdagings geesdriftig; Lê inisiatief aan die dag; en Treë vinnig op. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Jaag projektoogmerke 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 4; en Stel uitdagende doelwitte vir self en vir die span.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> Bly kalm en gefokus onder druk; Beheers eie emosies; en Behou werkstandaarde. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> 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.

		<p>kalmerende invloed op ander; en</p> <ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 			
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Kom positief en optimisties voor oor verandering; • Gryp die geleentheid aan om dinge anders te doen; en • Kom buigsaam en aanpasbaar voor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; • sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Rig ander af en mentor hulle, deel kennis en ondervindinge met ander; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; • Behoort aan 'n netwerk in die bedryf; en • Skep 'n leeromgewing vir personeel.

		<p>tree op om gaping tussen kennis en vaardighede kleiner te maak; en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 			
<p>5. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 potensiele impak teë te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; • Hanteer hoe 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.
<p>6. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standaarde van etiese en morele gedrag te openbaar</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Eerbiedig die vertroulikheid van sake en gebruik dit nie vir persoonlike 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Tree onverwyld op, en in belang van die munisipaliteit, in situasies waar belangebotsings ontstaan; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bied idees en oortuigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 4; en • Bevorder deursigtige en aanspreeklike munisipale administrasie.

en te bou om geloof en vertroue in die staatsdiens te bevorder en om by kodes van goeie samewerkende regering te hou.	<ul style="list-style-type: none"> Behandel alle werknemers met gelyke respek; en Aanvaar verantwoordelikheid vir eie optrede. 	<p>gewin of die gewin van ander nie;</p> <ul style="list-style-type: none"> Bou vertroue en toon vertroue in ander; en Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word. 	<ul style="list-style-type: none"> Tree beslis op teen korrupte en oneerlike gedrag. 		
BESTUURS-/LEIERSKAPSBEVOEGDHEDE					
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Motiveer en inspireer ander; en Bou steun en projekteer gesag en geloofwaardigheid. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; en Gebruik invloed om oogmerke te bereik.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Bou spannees 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 4; Verseker 'n positiewe klimaat op spanne; en Bemagtig span om doelwitte te stel en te bereik.

<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vorige vlakke 1 tot 4; en Organiseer hulpbronne en inspireer ander om gefokusde prestasie te lewer.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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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BEVOEGDHEIDSRAMWERK VIR REKORDBESTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)	<ul style="list-style-type: none"> • Registrasieklerk • Registerklerk • Rekordklerk 	<ul style="list-style-type: none"> • Senior registrasieklerk • Senior registerklerk • Senior rekordklerk • Eerste registerklerk • Eerste rekordklerk 	<ul style="list-style-type: none"> • Administratiewe beampte • Senior administratiewe beampte • Hoofregisterbeampte • Hoofrekordbeampte 	<ul style="list-style-type: none"> • Rekordbestuur
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Kennis van take wat verband hou met die beheer van registrasie, optekening, sirkulasie en herwinning van dokumente en korrespondensie ooreenkomstig vasgelegde prosedures wat aansoek 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 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Deeglike kennis van rekordbestuurteorie en -praktyk, insluitende standarde en beste praktyk; • Goeie kennis van rekordbestuursageware 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;

	<p>stelsels wat tans gebruik word, bv. transaksieprosesseringstelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en</p> <ul style="list-style-type: none"> • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer. 	<p>tans gebruik word, bv. transaksieprosesseringstelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en</p> <ul style="list-style-type: none"> • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer. 	<ul style="list-style-type: none"> • Begrip van die algemeenste elektroniese stelsels wat tans gebruik word, bv. transaksieprosesseringstelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer. 	<ul style="list-style-type: none"> • 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. transaksieprosesseringstelsels, databestuurstelsels, elektroniese dokument- en rekordbestuurstelsels, ens.; en • Kennis van toepaslike standaarde sowel as die statutêre en regulatoriese raamwerk waarin 'n kantoor funksioneer.
ONDERVINDING	<ul style="list-style-type: none"> • 1 jaar ondervinding; en • Ondervinding op die gebied van papiergebaseerde en elektroniese rekordbestuur. 	<ul style="list-style-type: none"> • 1-3 jaar toepaslike administratiewe ondervinding; en 	<ul style="list-style-type: none"> • 3-5 jaar toepaslike ondervinding; en 	<ul style="list-style-type: none"> • 5-8 jaar ondervinding in middelbestuur; en

		• 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	<ul style="list-style-type: none"> • Graad 12; en • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • Graad 12; en • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • Graad 12; • Rekenaargeletterdheid: MS Office; en • 'n Toepaslike kwalifikasie, verkieslik 'n Hoër Sertifikaat: Argiewe en rekordbestuur. 	<ul style="list-style-type: none"> • 'n Toepaslike tersiële 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.	<ul style="list-style-type: none"> • Basiese lees- en skryfvermoëns om lêers, rekords en dokumente te sorteer; • Stuur van faksimilekopieë aan spesifieke bestemmings en optekening van stuurbesonderhede; • Kan basiese instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op basiese tipes kommunikasie reageer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

		<ul style="list-style-type: none"> • Kan komplekse instruksies volg soos in skriftelike kommunikasie bevat; en • Kan skriftelik op komplekse tipes kommunikasie reageer. 		
<p>2. Mondelinge kommunikasie</p> <p>Die vermoë om komplekse konsepte op 'n verstaanbare en oortuigende manier te artikuleer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Gee duidelike instruksies aan ondergeskiktes oor werkroosters met betrekking tot daaglikse werkvloei. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Artikuleer komplekse sake goed wanneer met diverse gehore kommunikeer.
<p>3. Aandag aan besonderhede</p> <p>Vermoë om klassifikasiesistels 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.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Voltooi verslae en ander dokumentasie akkuraat; • Stel maastawwe en werkprosedures vas om 'n hoë vlak van gehalte en diens te bereik; en • Stel hoë standaarde van werkprestasie aan self en ander.
<p>4. Raad en leiding</p> <p>Vermoë om doeltreffend raad te gee en ander oor kernvereistes/nakomingsaangeleenthede en tegniese kwessies te rig.</p>	<ul style="list-style-type: none"> • Toepaslik op 'n klein skaal met betrekking tot versameling, ontvangs en vaslegging van rekords. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Gee raad, deel kennis en inligting met junior personeel en eweknieë. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Skakel met senior bestuur, eweknieë, PAIA-beamptes om verhoudings en kommunikasiekanale te ontwikkel; • Gee raad aan die organisasie oor rekordhoudingsverantwoordelikhede; en

				<ul style="list-style-type: none"> • Verteenwoordig die organisasie in die rekordbestuurgemeenskap.
<p>5. Organisasionele bewustheid</p> <p>Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienskwessies, programme, beleid en besluite op die openbare belang/kwellinge het.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Verstaan die departement se diensleweringmandaat 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.
<p>6. Rekenaargeletterdheid</p> <p>Vertoon 'n vlak van geletterdheid in 'n vermoë om tegnologie in die werksplek te gebruik om prestasie te optimaliseer en beter resultate te lewer.</p>	<ul style="list-style-type: none"> • Toon basiese kennis van MS Outlook; en • Werkkaartstelsels. 	<ul style="list-style-type: none"> • 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 rekenaarpakette volgens 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2.

		<p>vasgestelde prosedures te gebruik; en</p> <ul style="list-style-type: none"> • Kan nuwe elektroniese instrumente identifiseer om werksdoeltreffendhede te verbeter. 		
<p>7. Bestuur van werk</p> <p>Bestuur eie tyd en beskikbare hulpbronne en instrumente doeltreffend om seker te maak dat werk voltooi word en betyds is.</p>	<ul style="list-style-type: none"> • Voer take ná verbale en skriftelike instruksies tot aanvaarbare standaarde uit. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Maak seker dat korrespondensielêers en -rekords ooreenkomstig vasgestelde prosedures onderhou, gesirkuleer en herwin word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 tydlynne gedoen.
FUNKSIONELE BEVOEGDHEDE				
<p>1. Dissiplinespesifieke vaardighede</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die installasie, aanleg, werkwinkel, ens.; • Kan praktiese aspeke van tegniese spesifikasies vir 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreëls en -prosedures val. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die kantoor.

	<p>ontwikkel deur 'n proses van sintese, met die toepassing van alle inligting wat deur die probleemondersoek ingewin is; en</p> <ul style="list-style-type: none"> • 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. 	<p>stelsels en prosesvereistes assesseer;</p> <ul style="list-style-type: none"> • Gebruik goeie denke in situasies van afwyking van bedryfsaannames; en • Identifiseer en implementeer regstellende optrede op roetine-take en binne die gesag word op hierdie vlak gedelegeer word. 		
<p>2. Inligtingsbestuur</p> <p>Die versameling en ontleiding van data en die bestuur daarvan deur verskillende tegnieke te gebruik.</p>	<ul style="list-style-type: none"> • Kan lêers sorteer en na verskillende departemente/werknemers versprei. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Sorteer uitgaande pos, inkomende pos, sirkuleer lêers, dokumente wat gepos moet word; en • Voeg gepaste kontrolekode op alle korrespondensie in sodat dit nagespoor kan word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Dienslewering oriëntering</p> <p>Die vermoë om op dienslewering en die belange van die kliënte en belanghebbendes te fokus.</p>	<ul style="list-style-type: none"> • Openbaar 'n verbintenis tot voortreflikheid; • Kom verbintenis en beloftes na met betrekking tot onderneming van take en hou by spertye; en • Stel dienslewering probleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Maak seker alle opvolgaktiwiteite is voltooi; • Monitor diensverskaffers om seker te maak dat dienslewering aan die vasgestelde standarde voldoen en hulle inspireer om 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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

			diensstandaarde te verbeter; en <ul style="list-style-type: none"> Skep 'n klimaat van diensleweringvoortreflikheid vir die eenheid. 	kliëntebehoefes te steun, gemonitor en bygewerk word; <ul style="list-style-type: none"> Identifiseer en ontleed geleenthede waar innoverende idees tot beter dienslewering kan lei; en Konsulteer en gebruik internasionale beste praktyke oor dienslewering sinnewering.
2. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en kom met hulle klaar; en Kommunikeer doeltreffend. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief steun vir die bedryfsgebiede in die munisipaliteit	<ul style="list-style-type: none"> Verstaan die verskeidenheid kliënte wat bedien word; Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Sleun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klientediens te lewer; 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Monitor klientetevredenheidsterugvoer om verskaffing van gehaltdiens 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.	<ul style="list-style-type: none"> • Stel probleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; en • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer. 	<ul style="list-style-type: none"> • Handhaaf duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge. 	<ul style="list-style-type: none"> • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar; en • Maak seker dat reaksietye vinnig is.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werkseltek 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Druk self en motiveer ander vir resultate. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.

			die rigting van verandering te mobiliseer.	
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Openbaar logiese, gevolgsedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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				
<p>1. Leierskap</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 etieke take en balanseer prioriteite en botsings tussen take;

			<p>moniteringsprosesse in om op hoogte te bly van sake en resultate; en</p> <ul style="list-style-type: none"> Inspireer personeel deur eie gedrag – lei deur voorbeeld. 	<ul style="list-style-type: none"> Verstaan en artikuleer die groot prentjie en die implikasies daarvan; en Behou 'n duidelike fokus op langtermyn doelwitte en bring meer as een manier voort om daar uit te kom.
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld oor van selfvertroue en professionaliteit; en Word gerespekteer deur eweknieë. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes gebruik om instemming of aanvaarding van voorstelle te bereik; Konfronteer en korreger ander taktvol wanneer nodig; Openbaar kalmte tydens teëspoed; en Motiveer diensverskaffers om take uit te voer. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>3. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; Kan doeltreffend as spanlid funksioneer; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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

			<ul style="list-style-type: none"> • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede; • Bou spangees en samehorigheid oor funksionele gebiede; en • Skep sterk moreel/spangees. 	<p>spanmoreel en produktiwiteit te bevorder; en</p> <ul style="list-style-type: none"> • Bly op hoogte van ander inisiatiewe in die munisipaliteit en soek na maniere om saam te werk en te integreer.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë; • Verstaan eie beperkings; en • Artikuleer take en verwagtinge duidelik en stel realistiese standaarde. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bemagtig ander en verdeel die werkklas 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

BEVOEGDHEIDSRAMWERK VIR MONSTERNEMERS – MONSTERNEMINGSDIENSTE

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Gegradueerde in opleiding: Monsternemer 	<ul style="list-style-type: none"> Monsternemer: Water en afvalwater 	<ul style="list-style-type: none"> Senior monsternemer: Water en afvalwater 	<ul style="list-style-type: none"> Eerste monsternemer: Water en afvalwater
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Help met monsternemingstake van water en afvalwater onder toesig/mentorskap van 'n senior monsternemer; en Kan deel wees van 'n gestruktureerde opleidingsprogram. 	<ul style="list-style-type: none"> 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 watermonsterebewaring en -vervoer. 	<ul style="list-style-type: none"> 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, reservoïrs, stedelike riviere en openbare baddens) en onbehandelde water (damme, 	<ul style="list-style-type: none"> 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

			<p>boorgate, vleilande, damme en vleie, seebrandingsone en stormwater);</p> <ul style="list-style-type: none"> • Bootmonsternameing (insluitende monsternameing uit vleie en damme); • Basiese begrip en toepassing van SASS (Suid-Afrikaanse tellingsstelsel, 'n geakkrediteerde monsternameingstegniek van waterongewerweldes); en • Openbaar goeie bewustheid van aanbevole bewaringstegnieke van watermonsters. 	<p>verskillende behandelde en onbehandelde water;</p> <ul style="list-style-type: none"> • Monsternameing van grondwater wat nywerheidsafloopwater; • Bootmonsternameing (insluitende monsternameing uit vleie en damme); • SASS- (Suid-Afrikaanse tellingsstelsel, 'n geakkrediteerde monsternameingstegniek van waterongewerweldes) sertifikasie; • Openbaar goeie bewustheid van aanbevole bewaringstegnieke van watermonsters, hantering van voorsorgmaatreëls, monsternameingsplan en -prosedures; en • Bekwaam as omgewingsmonsternameer.
ONDERVINDING	<ul style="list-style-type: none"> • Geen ondervinding nodig. 	<ul style="list-style-type: none"> • Tot 1 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 1-3 jaar toepaslike ondervinding in 'n soortgelyke omgewing; • Kapteinslisensie; en • Swemvaardigheid. 	<ul style="list-style-type: none"> • 3-5 jaar toepaslike ondervinding in 'n soortgelyke omgewing; • Kapteinslisensie; en • Swemvaardigheid.

BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
KERN- PROFESSIONELE BEVOEGDHEDE				
<p>1. Beplanning en beheer</p> <p>Die vermoë om opsies stelselmatig te identifiseer, ontleed en te prioritiseer om aan die kort-, medium- en langtermynvereistes van die munisipaliteit te beantwoord.</p>	<ul style="list-style-type: none"> • Neem deel aan beplanning deur saam te stel en te versamel uit navorsing, opnames en studies. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Kennis van wat, waar, hoe en wanneer monsters geneem moet word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Evalueer alternatiewe monsternemingsopsies; en • Help met die ontwikkeling van die monsternemings- en omgewingsmoniteringsprogram.
<p>2. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike</p>	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Monitor projekte en programme; • Kontroleer teen standaarde en regulasies en teken dokumente af; en

ingenieurstandaarde te verseker.		<ul style="list-style-type: none"> Kontroleer teen standaarde en regulasies. 		<ul style="list-style-type: none"> Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.
<p>3. Veiligheidsbewustheid</p> <p>Vermoë om gesonde verstand te gebruik om risiko's in werksomgewing te verminder.</p>	<ul style="list-style-type: none"> Basiese bewustheid van wat 'n chemiese of meganiese gevaar beteken. 	<ul style="list-style-type: none"> 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, uitwerpsprodukte. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en Bewustheid van regsprobleme: Plekke van spesiale wetenskaplike belang, bewaringsgebiede, ens. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 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 potensiele en werklike gevaartoestande wanneer hulle ontstaan.
<p>4. Inligtingstechnologie</p> <p>Die vermoë om inligtingstechnologiebeginsels en -tegnieke te gebruik om programme in die GIS-omgewing te hou.</p>	<ul style="list-style-type: none"> Basiese rekenaargelettertheid; en Neem deel aan 'n opleidingsprogram oor die gebruik van toepaslike sagtewarepakette. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Lei die monsternemers op om die GPS-toerusting te gebruik en gee opleiding oor databasisagteware; Interpreteer GIS-kaarte; Herstel en onderhou handtoerusting; Identifiseer en vind monsternemingspunte; en Vind monsternemingspunte deur GPS-koördinate (lengte- en breedtegraad) te gebruik. 	<ul style="list-style-type: none"> 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.

<p>5. Kwaliteitsoriëntering</p> <p>Vermoë om uitsette van hoe gehalte te verseker en monsternemingsprosesse en -prosedures te volg.</p>	<ul style="list-style-type: none"> Bewustheid van die IOS 17025-proses waarin funksies uitgevoer word. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; en Het opleidingskursus in ISO 17025 of ekwivalent voltooi. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.) 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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				
<p>1. Datavaslegging</p> <p>Vermoë om data in verskillende formate en uit verskillende bronne te versamel, vas te lê en uit te ruil.</p>	<ul style="list-style-type: none"> Basiese toepassing van monsternemingsinstrumente; Kan aan 'n gestruktureerde opleidingsprogram deelneem; en Basiese deelname aan opnamevlak. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.
<p>2. Bedryf en onderhoud</p> <p>Die toepassing van batebestuur vir bedryf en onderhoud in die verskaffing van munisipale dienste en die vermoë om</p>	<ul style="list-style-type: none"> Basiese kennis van tegniese spesifikasies van elemente in 'n stelsel; en Verstaan bedryfsreëls en -prosedures vir monsternemingsinstrumente. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Kennis van tegniese spesifikasies van elemente in die stelsel; Verstaan bedryfsreëls en -prosedures vir monsternemingsinstrumente; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Dra by tot langtermynbeplanning en voorspelling van monsternemingbedryfsvereistes; Neem die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies in ag; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Neem bedryfsimplikasies op 'n munisipaliteitwyse grondslag in ag; Voorspel die finansiële, maatskaplike, ekonomiese en omgewingsimplikasies;

daardie begrip in die bedryfsgewing toe te pas.		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 OPENBAREDIENSORIENTERING				
1. Interpersoonlike verhoudings Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • 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 klantewellinge en -klagtes oor watergehalte en nywerheidsafloopwaterbesoedeling.
2. Kommunikasie Die vermoë om aandagtig te luister, kwessies te snap, inligting duidelik aan te bied en	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat deur standaardmetodes ingesamel is; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Organiseer eie perspektief en bied dit logies aan; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Lê gevorderde kwessies duidelik en bondig vas; • Dra alternatiewe oogpunte oor; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is;

op gepaste wyse te reageer op verbale en skriftelike kommunikasie van ander.	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Pas inhoud van kommunikasie aan by die gehoor; • Gebruik terminologie wat gepas is vir die gehoor; en • Struktureer skriftelike dokumente in 'n logiese raamwerk. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>3. Dienslewingsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbind tot voortrefflikheid; en • Kom verbintnisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Praat doeltreffend oor dienslewingsake met belanghebbendes.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; • Is selfgemotiveerd; en • Voltooi take. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Jaag projekkoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.
<p>2. Volharding</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3;

Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.	<ul style="list-style-type: none"> Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> Bly kalm en gefokus onder druk; en Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.	<ul style="list-style-type: none"> Toon sterk analitiese redeneringsvermoë; Sterk aandag aan besonderhede; en Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Openbaar logiese, gevolgsgedrewe denke; en Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend; Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Bly op hoogte van veranderinge in die bedryf; en Bevorder beste praktyk. 	<ul style="list-style-type: none"> 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				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Motiveer en inspireer ander; Bou steun en projekteer gesag en geloofwaardigheid; en Gebruik invloed om oogmerke te bereik.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Toon inisiatief en selfvertroue in omgang met ander; Kan op 'n multidisiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Kan die direksie 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.
<p>4. Afrigting en mentorskap</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë en ondergeskiktes; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3;

<p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • Artikuleer take en verwagtinge en stel realistiese standaarde; en • sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; • Herneue persoonlike en professionele vaardighede aktief en pas dit op 'n produktiewe manier in die werksomgewing toe; en • Verstaan vereistes vir professionele ontwikkeling van personeel. 	<ul style="list-style-type: none"> • Mentor deur voldoende tyd en inspanning te wy aan berading en afrigting van 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 hoofrekkie 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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BEVOEGDHEIDSRAMWERK VIR WETENSKAPLIKES

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Gegradueerde in opleiding: Wetenskaplike 	<ul style="list-style-type: none"> Wetenskaplike: Mikrobioloog/ Biotegnoloog/Skeikundige/ Omgewingskundige/Ekoloog/ Botanikus/Sooloog/Statistikus/ ander wetenskaplikes 	<ul style="list-style-type: none"> Senior wetenskaplike: Mikrobioloog/Biotegnoloog /Skeikundige/ Omgewingskundige/ Ekoloog/Botanikus/ Sooloog/Statistikus/ander wetenskaplikes 	<ul style="list-style-type: none"> Eerste wetenskaplike: Mikrobioloog/Biotegnoloog/ Skeikundige/ Omgewingskundige/Ekoloog/ Botanikus/Sooloog/Statistikus/ ander wetenskaplikes Afdelingshoof
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> Neem onder toesig/mentorskop van 'n wetenskaplike praktisyn deel aan uitvoering van komplekse wetenskaplike take; en Kan deel wees van 'n gestruktureerde opleidingsprogram. 	<ul style="list-style-type: none"> Dra by tot verskeie professionele wetenskaplike funksies. Mate van onafhanklikheid maar werk primêr onder leiding en toesig; en Kan meerderes help om spesialisraad aan kliente te gee. 	<ul style="list-style-type: none"> Voer komplekse aktiwiteite uit; Pas geïntegreerde kennis toe; Werk onafhanklik en soek raad wanneer nodig; en Kan toesig hou oor junior wetenskaplike personeel. 	<ul style="list-style-type: none"> Bestuur professionele spanne en komplekse wetenskaplike funksies; Werk onafhanklik; en Kan toesig hou oor junior wetenskaplike personeel en hulle mentor.
ONDERVINDING	<ul style="list-style-type: none"> Basiese voorgraadse laboratoriumopleiding. 	<ul style="list-style-type: none"> 0-2 jaar toepaslike werk of wetenskaplike navorsingsondervinding. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding ná professionele registrasie of 2-5 jaar nagraadse navorsingsondervinding (d.w.s. MSc-navorsingstesis). 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding ná professionele registrasie.
KWALIFIKASIE	<ul style="list-style-type: none"> Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma (in wetenskapveld) of BSc Wetenskap-graad; en Rekenaargelettertheid: MS Office. 	<ul style="list-style-type: none"> Toepaslike tersiêre kwalifikasie, verkieslik 'n Nasionale Diploma (in wetenskapveld) of BSc Wetenskap-graad; 	<ul style="list-style-type: none"> Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik in analitiese chemie, chemiese ingenieurswese, mikrobiologie, omgewingskunde of ander 	<ul style="list-style-type: none"> Toepaslike 4-jaar- tersiêre kwalifikasie, verkieslik in analitiese chemie, chemiese ingenieurswese, mikrobiologie, omgewingskunde of ander verwante wetenskapskwalifikasie;

		<ul style="list-style-type: none"> • Kwalifiseer om by SACNASP te registreer as 'n kandidaatnatuurwetenskaplike; en • Rekenaargeletterdheid: MS Office. 	verwante wetenskapskwalifikasie: <ul style="list-style-type: none"> • Registrasie by SACNASP as Pr.Sci.Nat: en • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 Ontwikkelingsstrategie (GOS) te steun; en • Dra by tot die samestelling van uitvoerbaarheidstudies vir komplekse wetenskaplike probleme en navorsing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Dra by tot die ontwikkeling van komplekse moneringsinstrumente 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. 	<ul style="list-style-type: none"> • 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; • Versek 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 reëlins en kapasiteite in 	<ul style="list-style-type: none"> • 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.

			ag in die beplanning en voorstel van wetenskaplike oplossings om aan gemeenskapsbehoefes te voldoen.	
<p>2. Organisasoriese bewustheid</p> <p>Die vermoë om die kernaandrywers in die sektor van plaaslike regering en die munisipaliteit te verstaan om die dienslewingsoogmerke en -uitdagings te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 dienslewingsuitdagings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>3. Aandag aan besonderhede</p> <p>Vermoë om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming van die toepaslike ingenieurstandaarde te verseker.</p>	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings voor indiening. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Gaan werk van ondergeskiktes na vir foute en weglatings voor indiening; • Maak seker alle besonderhede van 'n taak word uitgevoer; en • Kontroleer teen standaard en regulasies. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Monitor wetenskaplike projekte en programme; • Kontroleer teen standaard en regulasies en teken dokumente af; en • Hersien dokumente akkuraat en redigeer dokumente wat deur ander geskep is.
<p>4. Gebruik van tegnologie</p> <p>Die vermoë om tegnologie in die werksplek aan te wend om die funksionering van wetenskaplike dienste te optimaliseer.</p>	<ul style="list-style-type: none"> • Help met die werking van instrumente wat gebruik word vir omgewingsmonitering en laboratoriumontleding. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Hanteer instrumente wat gebruik word vir omgewingsmonitering en laboratoriumontleding. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; en • Hou toesig oor die doeltreffende gebruik van gespesialiseerde instrumente soos induktief gekoppelde plasma, 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; en • Bestuur en onderhou nodige moniteringsinstrumente vir verpligte dienslewering.

			vloeïnsputtingsontleder, gaschromatografie-massaspektrometrie, TIAMO, diskrete ontleder en PCR, ens., om aan klantvereistes te voldoen.	
FUNKSIONELE BEVOEGDHEDE				
<p>1. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> • Neem deel aan die ontwikkeling van 'n duidelike projekopdrag; • Berei 'n projekinisiësiëprogram voor, koördineer en monitor dit; • Neem deel aan die toegewese take tot die ooreengekome standarde (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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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, diensvlakoooreenkomste; • Bestuur hulpbronne om projekoogmerke te bereik; • Prioritiseer aktiwiteite om seker te maak dat projek volgens rooster voltooi word; en • Voltooi projekte binne begroting. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bestuur etlike projekte volgens ooreengekome standarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Bewerkstellig ooreenstemming tussen vereistes en voorkeure, assesseeer gebruikersbehoefes en -opsies; • Stel projekopdrag, -oogmerke, -prioriteite, -bepelings, -aannames en -metodologie vas; • Finaliseer en keur projekdokumentasie en wetenskaplike navorsingsprogramme goed; en • Bestuur etlike projekroosters, hulpbronne en begrotings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Bestuur departementele/seksieprogramme se begrotings, roosters, hulpbronne en leweringprodukte.
<p>2. Dissiplinespesifieke vaardighede</p>	<ul style="list-style-type: none"> • Openbaar basiese begrip van natuurwetenskap; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en

<p>Het 'n bevredigende vlak van tegniese en professionele vaardigheid of kennis in posisieerwante gebiede bereik; bly op hoogte van huidige ontwikkelings en tendense op gebiede van kundigheid.</p>	<ul style="list-style-type: none"> • Neem deel aan wetenskaplike navorsingsaktiwiteite insluitende terreinbesoeke en data-insameling. 	<ul style="list-style-type: none"> • Voer wetenskaplike aktiwiteite uit soos ondersoek van omgewingsbesoedeling, ens.; en • Onderneem wetenskaplike navorsing. 	<ul style="list-style-type: none"> • Inisieer en voer navorsing uit om op hoogte te bly van onlangse gebruike in waterbehandeling. 	<ul style="list-style-type: none"> • Bestuur wetenskaplike navorsing.
<p>3. Dataverwerking en ontleding</p> <p>Vermoë om data te verwerk en verbeterings voor te stel in die manier waarop dit verwerk word.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ondersoek 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur en doen verslag oor data en inligting wat uit waterwerke, afvalwateraanlegte, luggehalteontleding, ens. verkry word.

			<ul style="list-style-type: none"> • 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 OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Oortuig ander van sy of haar idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike in ander se redenasies en sluit dit in voorstelle in waar geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot taak/verslae deur inligting te voorsien wat deur standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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;

			<ul style="list-style-type: none"> • Reageer op vrae met akkurate en volledige antwoorde; en • Kommunikeer doeltreffend met mense op alle vlakke; 	<ul style="list-style-type: none"> • Hanteer sensitiewe persoonlike gesprekke doeltreffend; en • Gebruik taal en styl om die aandag van die gehoor te boei.
<p>3. Dienslewerings-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbintenis tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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				
<p>1. Aksie- en uitkomste-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Jaag projektoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; • Stel uitdagende doelwitte; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Openbaar dryfkrag om dinge beter te doen; en • Dryf personeel aan om programuitsette te lewer.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; • Toon emosionele aanpasbaarheid en hanteer moeilike situasies doeltreffend; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkinge kan veroorsaak.

	<ul style="list-style-type: none"> • Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 			
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Toon sterk analitiese redeneringsvermoë; • Sterk aandag aan besonderhede; en • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Openbaar logiese, gevolgsedrewe denke; en • Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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). 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Bly op hoogte van veranderinge in die bedryf; en • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Motiveer en inspireer ander; Bou steun en projekteer gesag en geloofwaardigheid; en Gebruik invloed om oogmerke te bereik.
<p>2. Spanorientering</p> <p>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.</p>	<ul style="list-style-type: none"> Werk goed met ander spanlede saam; Neem aktief aan spanaktiwiteite deel; en Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>3. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uitteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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.
<p>4. Afrigting en mentorskap</p>	<ul style="list-style-type: none"> Deel kennis en inligting met eweknieë en ondergeskiktes; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1; Diagnoseer prestasieprobleme en stel gepaste 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3;

<p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> • Artikuleer take en verwagtinge en stel realistiese standaarde; en • Sien foute vooruit en bied vrylik hulp aan sonder om aanmatigend te wees. 	<p>ontwikkelingsingrypings in om by die persoon se leerstyl te pas;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 prestasie-metings in hoofrekkte 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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BEVOEGDHEIDSRAMWERK 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.)	<ul style="list-style-type: none"> Assistentfasiliteerder van maatskaplike ontwikkeling 	<ul style="list-style-type: none"> Fasiliteerder van maatskaplike ontwikkeling 	<ul style="list-style-type: none"> Senior fasiliteerder van maatskaplike ontwikkeling 	
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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 selfbemaatiging 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. 	<ul style="list-style-type: none"> Toepaslike spesialiskennis en ondervinding op die gebied van: <ul style="list-style-type: none"> 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 verantwoordingspligtheid en verkrygingsprosedures. 	<ul style="list-style-type: none"> Toepaslike spesialiskennis en ondervinding op die gebied van: <ul style="list-style-type: none"> 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 verantwoordingspligtheid en verkrygingsprosedures. 	
ONDERVINDING	<ul style="list-style-type: none"> Tussen 1-3 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> Tussen 3-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> Meer as 5 jaar toepaslike ondervinding nodig. 	

KWALIFIKASIE	<ul style="list-style-type: none"> • 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> • 'n Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> • '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				
<p>1. Konseptuele denke</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies en toon kreatiwiteit.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Maak gebruik van ondervinding en breek algemene kennis en toon vermoë om indringende vrae te stel om gebruikersbehoefes te verstaan; • Ondersoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie. 	
<p>2. Organisasoriese bewustheid</p> <p>Verstaan die kernaandrywers in die sektor en die munisipaliteit en hoe om hierdie begrip toe te pas om die dienslewingsuitdagings te bereik.</p>	<ul style="list-style-type: none"> • Het basiese kennis van die munisipaliteit en fasiliteringsprosesse van maatskaplike ontwikkeling; en • Kan diensleweringdinamiek in die konteks van maatskaplike ontwikkeling verstaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Verstaan die dienslewingsfunksie se dinamiek en die verhouding met ander tersaaklike dele in die munisipaliteit; en • Dra by tot hantering van die munisipaliteit se dienslewingsuitdagings. 	<ul style="list-style-type: none"> • 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 dienslewingsuitdagings kan gee. 	

<p>3. Aandag aan besonderhede</p> <p>Vermoë om akkuraat en presies te werk en om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming te verseker.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	
<p>4. Monitering en beheer</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	

		<ul style="list-style-type: none"> • Maak inligting bymekaar oor die waarskynlikheid van sukses en die gevolge van mislukking. 		
<p>5. Beplanning en organisering</p> <p>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 uitkomst/resultate te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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, ontwikkelingsake 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 langtermynbehoefes vir die munisipaliteit. 	
FUNKSIONELE BEVOEGDHEDE				
<p>1. Mensebestuur</p> <p>Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.</p>	<ul style="list-style-type: none"> • Kan inisiatiewe steun en werk gewillig saam in die uitvoering van take en pligte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Toon persoonlike belangstelling in die welstand van kollegas; en • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasiemetodes 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	

		gebruik om instemming of aanvaarding van voorstelle te bereik.	<ul style="list-style-type: none"> • Kan konflik deur 'n deelnemende deursigtige benadering bestuur; en • Kan konstruktief met verskillende vlakke van bestuur in interaksie tree om spansamehorigheid te bou. 	
<p>2. Professionele/tegniese vaardigheid</p> <p>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.</p>	<ul style="list-style-type: none"> • Inisieer en implementeer die direkoraat/departement se oorleuelende projekte en programme wat gemik is op dienslewering, gebruik van projek; en • Bestuur dissiplines wat die bestuur deur projekmetodologie steun. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 maatskaplikeontwikkelingsbehoefes in gemeenskappe reageer. 	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan maklik by ander aansluiting vind; • Kan 'n netwerk vorm met belanghebbendes; • Kan maatskaplike dinamiek en die bestuur daarvan verstaan; en 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> • Kan doeltreffend luister en reageer gepas. 	<ul style="list-style-type: none"> • 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. 	<p>van eie idees te oortuig sonder om hul beskouing te onderdruk;</p> <ul style="list-style-type: none"> • Openbaar die vermoë om vaardig te onderhandel in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Kan diplomatieuse verhoudings onderhou. 	
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Ontwikkel goed gedefinieerde kommunikasie-strategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehoore oor te dra of met hulle in interaksie te tree; • Dra kontroversiële, sensitiewe boodskappe taktvol aan belanghebbendes oor; • Balanseer politieke oopspunte 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. 	<ul style="list-style-type: none"> • 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. 	
<p>3. Dienslewingsoriëntering</p> <p>Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale</p>	<ul style="list-style-type: none"> • Kan diensvoortreflikheid openbaar; • Openbaar 'n aanvaarbare vlak van verantwoordelikheid en betroubaarheid; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Openbaar verbintenis daartoe om met gemeenskappe in interaksie te tree oor alle aspekte van dienslewering; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; 	

prosesse om munisipale doelwitte te bereik.	<ul style="list-style-type: none"> • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Verstaan en is bewus van die kern van gemeenskapsbehoefes en -verwagtinge en verstaan die proses om dit in die munisipaliteit se planne te integreer. 	<ul style="list-style-type: none"> • Verstaan die nodigheid vir sosiopolitieke transformasie en kan hierdie filosofie met lewering van munisipale dienste insluit. (verligting van armoede, aandag aan diensleweringsterstande, ekonomiese ontwikkeling, omgewingsbewaring); • Vestig 'n samewerkende verhouding met die gemeenskap; en • Is bewus van die burgerlike munisipaliteite en kan hulle by diensleweringprosesse betrek. 	<ul style="list-style-type: none"> • Kan gemeenskapsbehoefes kwantifiseer en hul implikasies vir die munisipaliteit evalueer; • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings; en • Openbaar welsprekendheid oor dienslewering sake by belanghebbendes en die publiek. 	
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Kan klantgerigheid openbaar; • Openbaar betroubaarheid en verbintenis tot tydlyne; • Kan verstandhouding met klante opbou; en • Kan betyds op klientebehoefes reageer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientetevredenheid; • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientetevredenheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Kan die klimaat bepaal en 'n kultuur skep om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomstoriëntering</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Toon geesdrif om nuwe projekte te aanvaar; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projekkoogmerke meedoënloos na; 	

<p>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.</p>		<ul style="list-style-type: none"> • Gewillig om nuwe uitdagings aan te pak; • Selfgemotiveerd; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • 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. 	
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 mislukkinge kan veroorsaak. 	
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Staar 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; 	

			<ul style="list-style-type: none"> 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. 	
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>5. Verantwoordingspligtigheid en etiese gedrag</p> <p>Vermoë om die hoogste standarde 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.</p>	<ul style="list-style-type: none"> Gedra self volgens organisatoriese waardes; Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; Behandel alle werknemers met gelyke respek; en Aanvaar verantwoordelikhede vir eie optrede. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>6. Probleemoplossing</p>	<ul style="list-style-type: none"> Openbaar logiese, gevolgsgerigte denke (Toon 	<ul style="list-style-type: none"> Openbaar objektiwiteit, deeglikheid, insigrykheid en 	<ul style="list-style-type: none"> Hanteer dubbelsinnigheid en onsekerheid doeltreffend; 	

Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.	<p>sterk analitiese redeneringsvermoë);</p> <ul style="list-style-type: none"> • Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en • Stel vas wat die grondoorzaak van probleme is en evalueer of oplossings grondoor sake in ag neem. 	<p>ondersoekende gedrag wanneer probleme benader word;</p> <ul style="list-style-type: none"> • Ontwikkel nuwe maniere om probleme op te los; • Kan detail oriëntering met grootprentjedenke versoen; en • Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> • Onderzoek 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 potensiele impak tee te werk; en • Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. • Word gerespekteer deur eweknieë en ondergeskiktes; en • Oortuig bestuursbeampies/seniors van oop punte of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasietodes 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. 	
<p>2. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te</p>	<ul style="list-style-type: none"> • Toon inisiatief en selfvertroue in omgang met ander; • Kan saam met 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en 	

<p>pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>		<p>spanmoreel en produktiwiteit te bevorder:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede. 	
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; • Herneue 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	

<p>4. Strategiese vermoë en leierskap</p> <p>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.</p>	<ul style="list-style-type: none"> • Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en • Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Gee raad en leiding oor beleid; • Tree besluit 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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BEVOEGDHEIDSRAMWerk VIR SPESIALE PROJEKTE – MAATSKAPLIKE ONTWIKKELING

VLAKKE	1	2	3	4
<p>TIPIESE AMPSTITELS</p> <p>(Dit is net 'n riglyn en ampstitels is nie hertoe beperk nie.)</p>	<ul style="list-style-type: none"> Assistentberoepspersoonpr ofessioneel: Dienslewering Assistentberoepspersoon: Dakloses Assistentberoepspersoon: Middelmisbruik Assistentprofessioeneel: Kwesbare groepe 	<ul style="list-style-type: none"> Professionele beampte: Dienslewering Professionele beampte: Dakloses Professionele beampte: Middelmisbruik Professionele beampte: Kwesbare groepe 	<ul style="list-style-type: none"> Herintegreringstoeshouer Koördineerder: Spesiale projekte 	<ul style="list-style-type: none"> Senior beroepspersoon: Dakloses Senior beroepspersoon: Middelmisbruik Senior beroepspersoon: Kwesbare groepe Senior beroepspersoon: Jeug
<p>KENNIS EN OMVANG VAN WERK</p>	<ul style="list-style-type: none"> 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 selfbemaagtiging 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. 	<ul style="list-style-type: none"> Toepaslike spesialiskennis en ondervinding op die gebied van: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Toepaslike spesialiskennis en ondervinding op die gebied van: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Toepaslike spesialiskennis en ondervinding op die gebied van: <ul style="list-style-type: none"> Klanteverhoudings; Kommunikasie; Diensintegrasie en -koördinasie; Projekbestuurmetodologie; Alle toepaslike dissiplinespesifieke wetgewing en beleid; Moniterings- en evalueringsmetodologieë; Die omgewing van maatskaplike ontwikkeling en vroeë kinderontwikkeling wat

		<ul style="list-style-type: none"> • Kennis van wetgewing soos die MFMA wat toepaslik is op plaaslike regering sowel as raadsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingspligtigheid en verkrygingsprosedures. 	raadsbeleid, -prosesse en -prosedures wat verband hou met verantwoordingspligtigheid en verkrygingsprosedures.	<ul style="list-style-type: none"> • '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 verantwoordingspligtigheid en verkrygingsprosedures.
ONDERVINDING	<ul style="list-style-type: none"> • 1-3 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 3-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • Meer as 8 jaar toepaslike ondervinding.
KWALIFIKASIE	<ul style="list-style-type: none"> • Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> • Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad of Nasionale Diploma; en • Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> • Toepaslike 3-jaar- tersiêre kwalifikasie, verkieslik 'n B-graad met 'n sertifikaat in maatskaplike hulpwerk is 'n voordeel; en • Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> • 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 langtermyn denke, volg logies deur, bewus van	<ul style="list-style-type: none"> • Identifiseer eenvoudige probleme binne 'n vasgestelde proses; • Pas riglyne en prosesse toe om eenvoudige probleme op te los; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Lê inisiatief aan die dag om moontlike oplossings vir sekere probleme voor te stel; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Openbaar logiese, analitiese redeneringsvermoë en konseptuele begrip; • Maak gebruik van ondervinding en breë 	<ul style="list-style-type: none"> • 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 loon kreatiwiteit.	<ul style="list-style-type: none"> • Verwys probleme wat nie in riglyne pas nie, na 'n toesighouer. 	<ul style="list-style-type: none"> • Weet wanneer om 'n probleem na toesighouer te verwys om opgelos te word; en • Volg op met verwysingsproses. 	<p>algemene kennis en toon vermoë om indringende vrae te stel om gebruikersbehoefes te verstaan;</p> <ul style="list-style-type: none"> • Onderzoek kwessies deeglik en lê inisiatief aan die dag; en • Oorweeg verskillende alternatiewe en besluit nie op die eerste oplossing nie. 	<ul style="list-style-type: none"> • 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 detailorientering met grootprentjiedenke versoen; en • Betrek die gepaste persone om komplekse interdepartementele probleme op te los.
<p>2. Organisasiebewustheid</p> <p>Verstaan die kernaandrywers in die sektor en die munisipaliteit en hoe om hierdie begrip toe te pas om die dienslewingsuitdagings te bereik.</p>	<ul style="list-style-type: none"> • Het basiese kennis van die munisipaliteit en projekte en programme van maatskaplike ontwikkeling. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Verstaan hoe maatskaplike ontwikkeling werk en die verhoudings met ander tersaaklike dele in die munisipaliteit. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Verstaan en het ondervinding met munisipale/provinsiale wetgewing in verband met maatskaplike ontwikkelingsdienste; • Is bewus van die munisipaliteit se doelwitte en oogmerke; en • Dra by tot hantering van die munisipaliteit se dienslewingsuitdagings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>3. Aandag aan besonderhede</p> <p>Vermoë om akkuraat en presies te werk en om eie werk en dié van ander te ondersoek om akkuraatheid en nakoming te verseker.</p>	<ul style="list-style-type: none"> • Gaan werk na vir foute en weglatings; • Maak seker alle take word betyds voltooi; en • Volg vasgestelde prosesse en prosedures akkuraat en versigtig. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Maak seker alle besonderhede van 'n taak word uitgevoer; • Voltooi administratiewe take akkuraat en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Voltooi verslae en ander dokumentasie akkuraat en proeflees eie werk om foute of

		<p>proeflees eie werk om foute of weglatings te identifiseer; en</p> <ul style="list-style-type: none"> • Volg op met kwessies en kan vertrou word om by spertye te bly. 	<ul style="list-style-type: none"> • Verseker uitsette van hoë gehalte en inisieer optrede om probleme reg te stel. 	<p>weglatings te identifiseer;</p> <ul style="list-style-type: none"> • 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.
<p>4. Monitering en beheer</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Monitor en beheer verskillende aspekte van werktuiewysing, voltooide take en afgehandelde leweringsprodukte.

		<ul style="list-style-type: none"> • 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. 		
<p>5. Beplanning en organisering</p> <p>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 uitkomst/resultate te bereik.</p>	<ul style="list-style-type: none"> • Omskep projekoogmerke in spesifieke planne; • Organiseer, prioriseer 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Ontwikkel geïntegreerde planne vir die werkeenhede 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 vennootskapsoreenkomste wat vir alle partye seker maak van uitkomstes waar albei kante wen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Projekteer en voorspel kort-, medium- en langtermynbehoefes vir die munisipaliteit.

FUNKSIONELE BEVOEGDHEDE				
<p>1. Mensebestuur</p> <p>Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.</p>	<ul style="list-style-type: none"> Kom ondersteunend voor van inisiatiewe en werk gewillig saam in uitvoering van take en pligte. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 verantwoordingspligtheid 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.

<p>3. Professionele/tegniese vaardigheid</p> <p>Verstaan en pas praktiese en/of teoretiese kennis in die maatskaplikeontwikkelingsdissipline toe, om uitvoering te gee aan die rol en mandaat van die funksie.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Hou toesig oor en koördineer die werkprogram van herintegrasië-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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Sluit goed by ander aan; Inisieer kontak met ander mense; Toon bedagsaamheid teenoor ander; en Luister doeltreffend en reageer gepas. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Kan 'n verstandhouding met ander vorm en kom met hulle klaar; Kommunikeer doeltreffend; Gee erkenning aan bydraes van ander; 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Verstaan die gehoor en kan gepaste medium kies om aan teikengehoore 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. 	<ul style="list-style-type: none"> 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 kommunikasie-strategie. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en Kommunikeer met verskillende belanghebbendes sonder om die integriteit van die munisipaliteit prys te gee.
<p>3. Dienslewerings-oriëntering</p> <p>Die vermoë om nuwe maniere te ondersoek en te implementeer om</p>	<ul style="list-style-type: none"> Toon verbintenis tot voortreflike diens; Kom verbintenisse en beloftes ten opsigte van die 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Is daartoe verbind om met gemeenskappe in interaksie te tree oor alle 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Kan gemeenskapsbehoefes kwantifiseer en hul implikasies 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3;

<p>dienste te lewer wat bydra tot die verbetering van munisipale prosesse om munisipale doelwitte te bereik.</p>	<p>onderneming van take na en hou by spertye;</p> <ul style="list-style-type: none"> • Professioneel in interaksie met algemene publiek en belanghebbendes; en • Is bewus van gemeenskapsbehoefes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se planne te integreer. 	<p>aspekte van dienslewering;</p> <ul style="list-style-type: none"> • Verstaan die nodigheid vir sosiopolitieke transformasie en kan hierdie filosofie met lewering van munisipale dienste insluit. (verligting van armoede, aandag aan dienslewering-agterstande, ekonomiese ontwikkeling, omgewingsbewaring); en • Vestig 'n samewerkende verhouding met die gemeenskap. Is bewus van die burgerlike munisipaliteite en kan hulle by diensleweringprosesse betrek. 	<p>vir die munisipaliteit evalueer; en</p> <ul style="list-style-type: none"> • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Verstaan en artikuleer gemeenskapsbehoefes in sektorplanne; en • Praat doeltreffend oor diensleweringssake met verskillende belanghebbendes.
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met klante op; en • Reageer betyds op klientebehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientevredenheid; • Aanvaar persoonlike verantwoordelikheid om diens van uitstekende gehalte te lewer; • Stel probleme spoedig reg, sonder om op die verdediging te wees; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredenheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Openbaar persoonlike verbintenis tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar.

		<ul style="list-style-type: none"> • Steun ander om persoonlike verantwoordelikheid te aanvaar om uitstekende klantediens te lewer. 	prestasiebestuur, hulpbrontoekenning, ens.) te bereik.	
PERSOONLIKE BEVOEGDHED				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>Die openbaring van 'n hoë werksetiek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes 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.</p>	<ul style="list-style-type: none"> • Snap nuwe uitdagings geesdriftig; • Lê inisiatief aan die dag; en • Tree vinnig op. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Jaag projektoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Stel uitdagende doelwitte; en • Openbaar dryfkrag om dinge beter te doen.
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • Bly kalm en gefokus onder druk; • Beheers eie emosies; en • Hanteer kritiek konstruktief. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; en • Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.

<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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.
<p>5. Verantwoordingspligtheid en etiese gedrag</p> <p>Vermoë om die hoogste standaarde van etiese en morele</p>	<ul style="list-style-type: none"> Gedra self volgens organisatoriese waardes; Aanvaar rolle en verantwoordelikhede op 'n opregte en eerlike manier; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Eerbiedig die vertroulikheid van sake en gebruik dit nie vir 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Tree onverwyld op, en in belang van die munisipaliteit, 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Bevorder deursigtige en aansprekklike

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.	<ul style="list-style-type: none"> Behandel alle werknemers met gelyke respek; en Aanvaar verantwoordelikheid vir eie optrede. 	persoonlike gewin of die gewin van ander nie; <ul style="list-style-type: none"> Bou vertroue en toon vertroue in ander; en Deel inligting openlik, terwyl die beginsel van vertroulikheid gerespekteer word. 	in situasies waar belangebotsings ontstaan; <ul style="list-style-type: none"> Bied idees en oorluigings aan op 'n manier wat ooreenkomstig die reëls en regulasies van die organisasie/departement is; en Tree beslissings op teen korrupte en oneerlike gedrag. 	munisipale administrasie.
<p>6. Probleemoplossing</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> Openbaar logiese, gevolgsgerigte denke (Toon sterk analitiese redeneringsvermoë); Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; en Stel vas wat die grondoorzaak van probleme is en evalueer of oplossings grondoor sake in ag neem. 	<ul style="list-style-type: none"> 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 grootprentjedenke versoen; en Kyk verby die ooglopende en stop nie by die eerste oplossing nie. 	<ul style="list-style-type: none"> 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 potensiele impak teë te werk; en Stel voorsorgmaatreëls in om seker te maak dat probleme nie in die toekoms weer voorkom nie. 	<ul style="list-style-type: none"> 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 ooreenstemming met die belanghebbendes, los dit op en monitor dit.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				

<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 korregeer 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 teespoed. 	<ul style="list-style-type: none"> 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.
<p>2. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon inisiatief en selfvertroue in omgang met ander; Kan saam met 'n multidisiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Gebruik komplekse strategieë soos spantake, oorkruisopleiding, ens. om spanmoreel en produktiwiteit te bevorder; Betrek en bemaglig 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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. 	<p>'n mededingende omgewing werk.</p> <ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; • Verstaan munisipale behoeftes en formuleer en implementeer ontwikkelingsplanne, wat spesifieke prestasiemaatreëls in hooftrekke beskryf; en • Voorsien langtermynleiding oor leerbehoefes vir personeel en hoe om hierdie leeruitkoms te bereik.
<p>4. Strategiese vermoë en leierskap</p> <p>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.</p>	<ul style="list-style-type: none"> • Bereik strategiese oogmerke teen gespesifiseerde prestasiemaatreëls; en • Definieer rolle en verantwoordelikhede vir projekspande en dra verwagtinge duidelik oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1; • Gee 'n duidelike sin van die doel, en fokus op suksesvolle bereiking van oogmerke; • Motiveer en rig projekspanne af om die 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 en 2; • Gee raad en leiding oor beleid; • Tree beslisse op na assessering van take; • Lei en koördineer die omsetting van beleid in aksieplanne en konseptualiseer die 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak uit vlak 1 tot 3; • Monitor die bestuur van risiko's in etlike projekte deur totale hulpbronne te ondersoek en impak van projekte op

		<p>hoogste projekresultate te bereik;</p> <ul style="list-style-type: none">• 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.	<p>langtermynuitwerking van die gewenste uitkomstes van projek;</p> <ul style="list-style-type: none">• Inisieer en bestuur verandering in nastrewing van strategieese oogmerke; en• Monitor die bestuur van etlike projekte en balanseer prioriteite en botsings tussen projekte gegrond op breër munisipale doelwitte.	<p>daaglikse aktiwiteite te assessseer; en</p> <ul style="list-style-type: none">• Monitor beleidsimplementering en stel prosedures in om risiko's te bestuur.
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BEVOEGDHEIDSRAMWERK VIR TOESIGHOUERS/VOORMAN

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Spanleier Groepleier – Tegnies Bedryfstoesighouer 	<ul style="list-style-type: none"> Senior bedryfstoesighouer Voorman Senior voorman Ambagsmanvoorman Konstruksievoorman Aanlegvoorman 	<ul style="list-style-type: none"> Superintendent Tegnikus-superintendent Toesighoudende voorman 	<ul style="list-style-type: none"> Senior superintendent Ingenieursuperintendent Ingenieurtoesighouer
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Het bedryfsbeheer oor en verantwoordelikheid vir 'n aantal installasies, aanlegte, groot en diverse werksinkels, 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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		<ul style="list-style-type: none"> Werk onafhanklik in werks-/onderhoudsprogram en met gereelde terugvoer aan 'n superintendent/bestuurder. 		<ul style="list-style-type: none"> Werk onafhanklik in werks-/onderhoudsprogram en met minder gereelde terugvoer aan die bestuurder.
ONDERVINDING	<ul style="list-style-type: none"> 1-2 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 3-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> 5 jaar of meer ondervinding in 'n toesighoudende tegniese posisie nodig.
KWALIFIKASIE	<ul style="list-style-type: none"> Graad 9 of ekwivalente tegniese kwalifikasie. 	<ul style="list-style-type: none"> Graad 10 of ekwivalente tegniese kwalifikasie; Toepaslike rybewys; en Basiese rekenaargeletterdheid: MS Word/Excel 	<ul style="list-style-type: none"> Graad 12 of ekwivalente tegniese kwalifikasie; Diesel- en/of petrolambagsman met vakttoets; en Rekenaargeletterdheid MS Office 	<ul style="list-style-type: none"> Ambagsman met vakttoets 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 langtermyn denke, volg logies deur, bewys van gevolge en implikasies. Kan die groot prentjie sien.	<ul style="list-style-type: none"> Verstaan potensiële impak van probleme op eie werksomgewing; Hanteer duidelik gedefinieerde probleme wat taakspeesifiek is; Openbaar logiese probleemoplossingsbenadering en voorsien rede vir voorgestelde oplossings; Stel vas wat die grondoorzaak van probleme 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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.

	<p>is en evalueer of oplossings grondoorsake in ag neem; en</p> <ul style="list-style-type: none"> Betrek die gepaste persone om komplekse taakverwante probleme op te los. 			
<p>2. Beplanning en organisering</p> <p>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.</p>	<ul style="list-style-type: none"> Beplan take daagliks volgens 'n vasgestelde rooster; Fokus volgens projek op die kort- na mediumtake; en Identifiseer hulpbronne om spesifieke take te onderneem. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Organiseer, prioriseer 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 potensiele probleme. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 langtermynbehoefes vir die aktiwiteite wat onder eie beheer is.
<p>3. Organisasiebewustheid</p> <p>Dryf billike dienslewering aan met inagneming van die impak wat politieke en dienswessies, programme, beleid en besluite</p>	<ul style="list-style-type: none"> Verstaan hoe die sake-eenheid funksioneer; Het basiese begrip van die munisipaliteit, sy prioriteite en doelwitte; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Verstaan die rolle en verantwoordelikhede van elk van die ander eenhede in eie departement; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Dra kennis van munisipaliteit se beleid en prosedures; Verstaan plaaslike regering; Kan 'n betekenisvolle bydrae en kommentaar lewer oor 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Verstaan en internaliseer die munisipaliteit se doelwitte en oogmerke; Verstaan die munisipale hiërargie,

op die openbare belang/kwellinge het.	<ul style="list-style-type: none"> • Bewus van beleid en prosedures en werk streng binne daardie parameters; en • Bewus van kwessies wat 'n impak het op dienslewering. 	<ul style="list-style-type: none"> • 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 geaardgaan en maak seker dit word nagekom. 	<p>munisipale en bedryfsbeleid en -prosesse;</p> <ul style="list-style-type: none"> • Verstaan die breër politieke imperatiewe wat met munisipale dienslewering geaardgaan; en • Verstaan die departement se diensleeringsmandaat en hoe eie eenheid die departement steun in die uitvoering van daardie mandaat. 	<p>goedkeuringsprosesse, komitees en strukture;</p> <ul style="list-style-type: none"> • Het diepte-kennis van munisipaliteit se beleid en prosedures; en • Verstaan die breër landskap van plaaslike regering en die politiek en die impak daarvan op bedryfs- en diensleeringsake.
FUNKSIONELE BEVOEGDHEDE				
<p>1. Dissiplinespesifieke vaardighede</p> <p>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.</p>	<ul style="list-style-type: none"> • Verstaan die beginsels en teorie wat onderliggend aan die spesifieke beroep is; • Het die vermoë om taakspesifieke probleme te identifiseer en alle faktore te ontlee 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Sien geleenthede, situasies en insidente vooruit wat 'n impak kan hê op die werking van die installasie, aanleg, werkwinkel, ens.; • Kan praktiese aspek van tegniese spesifikasies vir stelsels en prosesvereistes assesseer; • Gebruik goeie denke in situasies van afwyking van bedryfsaannames; en • Identifiseer en implementeer regstellende optrede op roetine-take en binne die gesag wat op hierdie vlak gedelegeer word. 	<ul style="list-style-type: none"> • 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, werkwinkel, ens.; • Kan oordeelkundige besluite neem oor sake wat buite die bedryfsreëls en -prosedures val. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Bestuur die risiko's en bedryfsdoeltreffendheid van installasies, aanlegte, werkwinkels, ens.

	die eindresultaat binne die vasgestelde parameters te bereik.			
<p>2. Mensebestuur</p> <p>Bestuur en moedig mense aan, optimaliseer hul uitsette en bestuur verhoudings doeltreffend om munisipale doelwitte te bereik.</p>	<ul style="list-style-type: none"> Kom ondersteunend voor van initiatiewe en werk gewillig saam in uitvoering van take en pligte. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 verantwoordingspligtigheid 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.
<p>3. Taakbestuur</p> <p>Beplan, bestuur, monitor evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.</p>	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; Definieer rolle en verantwoordelikhede vir projekspanlede en dra verwagtinge duidelik oor; Bestuur etlike spanne; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; Identifiseer hulpbronne konsekwent vir 'n verskeidenheid take; Voorsien leiding en instruksie terwyl daar gedeleger word; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; en Ontwikkel en implementeer medium- tot langtermynplanne en ken hulpbronne toe om korttermyn take uit te voer.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
<p>4. Werkplekveiligheid</p> <p>Die vermoë om die behoeftes van werknemers te assesser en dit met die munisipaliteit se beleid oor gesondheid, veiligheid en welstand te koppel.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Beveel aan en/of verbeter veiligheids- en sekuriteitsprosedures; • Hersien veiligheidopleidingsmateriaal; • Identifiseer veiligheidskwessies en -probleme – Spoor gevaarlike werkomstandighede op; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bestuur beroepsgesondheids- en -veiligheidsbeleid van werksplek en rapporteer aan maatskappy; en • Bestuur die implementering van die toepassing van die werknemerswelstandbeleid in die werksplek en skakel met toepaslike

	<ul style="list-style-type: none"> Dokumenteer en/of monitor veiligheids- en sekuriteitskendings; en Is bewus van die gevare daaraan verbonde om met gevaarlike materiale te werk. 	<ul style="list-style-type: none"> 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. 	<p>maatreëls wat getref is aan by gesondheids- en veiligheidskomitees; en</p> <ul style="list-style-type: none"> Gee aandag enige sake van personeelwelstand en steun welstandsinisiatiewe in die werksplek. 	<p>belanghebbendes om aandag te gee aan sake van belang.</p>
<p>5. Begroting</p> <p>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.</p>	<ul style="list-style-type: none"> Verstaan basiese bedryfsvereistes en kan dit in die begrotingsproses invoer. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Stel eie begroting op ooreenkomstig die strategiese oogmerke van die munisipaliteit; en Bring uitgawes in lyn met begrotings en kontantvloei voorspellings.

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Uitsers versigtig om munisipale bates te beskerm. 	
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 geregtig; • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes; en • Beding vergunnings sonder om verhoudings te skaad. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Struktureer skriftelike dokumente in 'n logiese raamwerk; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe oopspunte oor; • Organiseer besprekings logies; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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;

			<ul style="list-style-type: none"> Reageer op vrae met akkurate en volledige antwoorde. 	<ul style="list-style-type: none"> Kommunikeer doeltreffend op senior vlakke; Hanteer sensitiewe persoonlike gesprekke doeltreffend; en Gebruik taal en styl om die aandag van die gehoor te boei.
<p>3. Dienslewingsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> Verbind tot voortreflikheid; en Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; en Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Raak doeltreffend betrokke by algemene publiek; Verstaan en artikuleer gemeenskapsbehoefes; en Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Vestig 'n samewerkende verhouding met die gemeenskap; en Praat doeltreffend oor dienslewingsake soos vereis.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Inspireer ander deur eie optrede en gesindheid om prestasie te lewer; Jaag projektoogmerke meedoënloos na; Hou self en ander aanspreeklik vir lewering van projekte en doelwitte; en Stel uitdagende doelwitte vir self en vir die span. 	<ul style="list-style-type: none"> 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.

<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> Aanvaar kritiek oor prestasie gemoedelik en handhaaf werkstandaarde; en Probeer voortdurend verbeter, ten spyte van terugslae of ander beperkings. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Soek proaktief deur die breër organisatoriese omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
<p>3. Etiek en verantwoordingspligtigheid</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; en Bevorder deursigtige en aanspreeklike munisipale administrasie.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
<p>1. Rigtingbepaling</p> <p>Die vermoë om ander te motiveer en te inspireer om vrywillig hul beste te gee terwyl hulle 'n gemeenskaplike visie of doel probeer bereik.</p>	<ul style="list-style-type: none"> Gee leiding aan spanne om oogmerke te bereik en by sperte te bly; en Definieer rolle en verantwoordelikhede vir spanlede en dra verwagtinge duidelik oor. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 sperte te lewer; en Inspireer personeel deur eie gedrag – lei deur voorbeeld. 	<ul style="list-style-type: none"> Openbaar bevoegdheids 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 	<ul style="list-style-type: none"> Openbaar bevoegdheids uit vlak 1 tot 3; Verstaan en artikuleer die groot pretjie en die implikasies daarvan; Behou 'n duidelike fokus op langtermyn doelwitte en bring meer as een manier voort om daar uit te kom; en Dink progressief en bring innoverende idees voort.

			<p>doelwitte en oogmerke steun; en</p> <ul style="list-style-type: none"> • Erken en beloon werknemers (na sy diskresionêre gesag) wie se optrede die bereiking van doelwitte en oogmerke steun. 	
<p>2. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Kan 'n groot verskeidenheid interpersoonlike style en kommunikasietodes 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. 	<ul style="list-style-type: none"> • 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;
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> Moedig indiensopleiding en die verwerwing van nuwe vaardighede aan. 	<p>produktiewe manier in die werksomgewing toe;</p> <ul style="list-style-type: none"> Moedig selfvertroue aan en laat personeel toe om foute te maak en daaruit te leer; en Bemagtig ander en verdeel die werkklas gepas. 	<ul style="list-style-type: none"> Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; en Monitor vordering en gee individue spesifieke terugvoer oor hul prestasie. 	<p>riglyne oor hoe om nuwe of moeilike situasies te hanteer; en</p> <ul style="list-style-type: none"> Mentor en rig ander af waar gepas.
<p>4. Spanoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3.

BEVOEGDHEIDSRAMWERK VIR AANBODKETINGBESTUUR

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)	<ul style="list-style-type: none"> Assistent-AKB-praktisyn 	<ul style="list-style-type: none"> AKB-praktisyn/-spesialis 	<ul style="list-style-type: none"> Senior AKB-praktisyn/-spesialis 	<ul style="list-style-type: none"> Hoof AKB-praktisyn/-spesialis
KENNIS EN OMVANG VAN WERK	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 kernstrategie 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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			<p>prosesse wat in lyn gebring is met bevindinge van die Ouditeur-generaal:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 0-2 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding nodig. 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding oor AKB-prosesse insluitende 2 jaar ondervinding as toesighouer. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n AKB/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n AKB/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • 'n Toepaslike driejaar- tersiêre kwalifikasie, verkieslik 'n aanbodkettingbestuur/logistiek/verkryging; en • Rekenaargeletterdheid: MS Office. 	<ul style="list-style-type: none"> • '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	<ul style="list-style-type: none"> • Verduidelik situasies mondeling in die munisipaliteit oor basiese finansiële/AKB-sake; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3;

Die vermoë om komplekse konsepte op 'n verstaanbare en oortuigende manier te artikeleer.	<ul style="list-style-type: none"> • Verseker professionele interaksie en kommunikasie met kliënte. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge voorleggingsvaardighede; • Artikuleer kommunikasie met belanghebbendes duidelik en bevestig die vereistes van die interaksie en verwagte uitkomst. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Kommunikeer doeltreffend skriftelik op 'n manier wat minimale wysiging vereis; • Hou notules by vergaderings; • Berei elektroniese aanbiedings voor; • Berei duidelike en bondige dokumente/besprekingsdokumente voor indien en wanneer nodig; en • Proeflees dokumente met groot aandag aan besonderhede. 	<ul style="list-style-type: none"> • 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 verslagopstellingsvaardighede; en • Numeriese, alfabetiese en skriftelike akkuraatheid. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Ontwikkel verslagdoeningsjablone, 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. Organisasie bewustheid Die vermoë om die kernaandrywers in die sektor en die munisipaliteit te verstaan en hoe hierdie begrip toegepas moet word om die	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1; • Verstaan en internaliseer die munisipaliteit se prioriteite en doelwitte; • Dieptekennis van munisipaliteit se beleid en prosedures; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Dra by tot die vorming van die munisipaliteit se sektorspesifieke doelwitte en prioriteite; • Bring jaarlikse/kwartaalplanne in lyn met munisipaliteit se doelwitte en oogmerke; 	<ul style="list-style-type: none"> • 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

<p>dienleweringsoogmerke en -uitdagings te bereik.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Kennis en begrip van die munisipaliteit se funksionele direkteorate; • 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. 	<ul style="list-style-type: none"> • Kennis van die munisipaliteit se funksionele direkteorate/departemente en verstaan integrasie oor hierdie direkteorate; • Dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en • Dra inligting by tot hantering van die munisipaliteit se diensleweringsoogmerke. 	<p>en verstaan strategiese integrasie daaroor; en</p> <ul style="list-style-type: none"> • Dieptekennis van die munisipaliteit se uitdagings in die lewering van munisipale dienste.
<p>4. Probleemoplossing</p> <p>Die vermoë om potensieële probleme te identifiseer, die probleme in samestellende dele op te breek, potensieële oplossings voort te bring, 'n opsie te kies en dit te implementeer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Identifiseer probleme ná gedefinieerde diagnostiese prosesse; • Identifiseer verskillende alternatiewe opsies en kies die mees gepaste oplossings; • Verstaan potensieële impak van probleme op eie werksomgewing; en • Kan probleme identifiseer wat nie alledaags is nie en sal na toesighouer verwys om opgelos te word. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 potensieële probleme diagnoseer voordat hulle opduik.
<p>5. Beplanning en organisering</p> <p>Die vermoë om aktiwiteite binne spesifieke tydraamwerke te beplan en dan daardie aktiwiteite volgens plan uit te voer.</p>	<ul style="list-style-type: none"> • Beplan take daagliks volgens 'n vasgestelde rooster; • Wysig planne in ooreenstemming met instruksies van toesighouers; en • Voer take volgens plan in prioriteitsvolgorde uit, met 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Beplan take daagliks/weekliks volgens 'n assessering van rooster van aktiwiteite; en • Voer take uit in volgorde van prioriteit en dringendheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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.

	gebruik van 'n mate van diskresie.			
FUNKSIONELE BEVOEGDHEDE				
1. Verkryging en tenders Hanteer die verkrygings- en tenderproses volgens bestaande wetgewing, norme en standaarde.	<ul style="list-style-type: none"> • Verkry goedere en dienste ooreenkomstig MFMA, AKB-regulasies en beleid; • Onderhou 'n databasis van goedgekeurde verkopers; • Rekonsilleer fisiese voorraad met rekeningkundige verslae; en • Kan die tenderproses volg volgens die AKB-beleid. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Voer 'n kapasiteits- en kredietwaardigheidskontrole op potensiele verkopers uit; • Ondersoek alternatiewe verkopers of produkte om koste, gehalte en leweringsverhoudings te verbeter; en • Betrokke by tenderprosesse insluitende die bestuur van tendersspesifikasies, BEC- en BAC-vereistes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 audit en items op bestuursbriewe van die Ouditeur-generaal; en • Doen gehaltebeheer van die tenders ten opsigte van prosesse, stelsels en professionele gedrag van praktisyne.
2. Inligtingsbestuur Die versameling en ontleding van data om gevolgtrekkings daaroor te maak.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 praktisyne en bestuur te help met die ontleding en interpretering en van kwartaalike risikolendense sowel as leemtes en duplikasies; en • Gaan gehalte van data na wat in bestuursageware ingevoer is en onttrek akkurate verslae. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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	<ul style="list-style-type: none"> • Ken eie tyd doeltreffend toe om werk te voltooi; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en

<p>Beplan, bestuur, monitor en evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomsies te lewer.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identifiseer hulpbronne konsekwent vir 'n verskeidenheid take; Voorsien leiding en instruksie terwyl daar gedelegeer word; en Maak gebeurlikheidsplanne. 	<ul style="list-style-type: none"> 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.
<p>4. Projekbestuur</p> <p>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.</p>	<ul style="list-style-type: none"> Neem deel aan die ontwikkeling van 'n duidelike projekopdrag; Berei 'n projekinisiësiëprogram voor, koördineer en monitor dit; Neem deel aan die toegewese take tot die ooreengekome standarde (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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 standarde; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Bestuur etlike projekte volgens ooreengekome standarde; Prioritiseer etlike hulpbronne om by mededingende spertye te bly; Bewerkstellig ooreenstemming tussen vereistes en voorkeure, assessee gebruikersbehoefes en -opsies; Stel projekopdrag, -oogmerke, -prioriteite, -beperkings, -aannames en -strategie vas; Finaliseer en keur projekdokumentasie goed; en Bestuur etlike projekroosters. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Bestuur multidisiplinêre 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.
<p>5. Finansiële prosesbestuur</p>	<ul style="list-style-type: none"> Pas beleid en prosedures toe in finansiële prosesbestuur. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3;

<p>Vermoë om 'n doeltreffende, ekonomiese en effektiewe AKB-funksie deur finansiële prosesse te steun.</p>		<ul style="list-style-type: none"> Hanteer die beheer van bates volgens beleid en prosedures; en Hulp om bates te bestuur volgens beleid en prosedures. 	<ul style="list-style-type: none"> Implementeer finansiële-/AKB-strategieë; Implementeer finansiële/AKB-beleid en -stelsels; Hanteer die beheer van bates volgens beleid en prosedures; Berei veerjaar-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 finansiële-/AKB-strategieë te formuleer en te implementeer. 	<ul style="list-style-type: none"> Formuleer finansiële-/AKB-strategieë; Ontwikkel en implementeer AKB-/finansiële beleid en -stelsels; Hou toesig oor die finansiële bestuursaspekte van die munisipaliteit insluitende uitgekонтраkteerde 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 veerjaaruitgawevoorspellings voor.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> Kan 'n verstandhouding met ander vorm en kom met hulle klaar; Kommunikeer doeltreffend; en Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Oortuig ander van sy idees sonder om hul beskouing te onderdruk; Gee erkenning aan verdienstelike 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. 	<ul style="list-style-type: none"> 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.

<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Dra by tot taakverslae deur inligting te voorsien wat volgens standaardmetodes ingesamel is; en • Openbaar doeltreffende mondelinge en skriftelike kommunikasie. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Lê komplekse kwessies duidelik en bondig vas; • Dra alternatiewe ooggpunte 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Ontwikkel kommunikasie wat op verskillende gehore gerig is; • Kan situasies en belangposisies 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.
<p>3. Dienslewingsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbind tot voortreflikheid; en • Kom verbintenisse en beloftes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskaps-/diensverskaffers-/verkopersbehoefes in sektorplanne; en • Bestuur gemeenskaps-/verkopersverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Praat doeltreffend oor dienslewingsake met belanghebbendes.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomst-oriëntering</p> <p>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</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.

wees, te volhard en betroubaar te wees.		<ul style="list-style-type: none"> • Voltooi projekte suksesvol binne toegelate tyd en begrotingslaak. 		
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Soek proaktief deur die breër organisatoriese omgewing om situasies op te spoor wat terugslae of mislukkings kan veroorsaak.
<p>3. Etiek en verantwoordingspligtigheid</p> <p>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.</p>	<ul style="list-style-type: none"> • Gedra self volgens organisatoriese waardes; • Aanvaar verantwoordelijkheid 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; en • Bevorder deursigtige en aansprekklike munisipale administrasie.
Bestuur/leierskap				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; en • Dwing respek by eweknieë en bestuurders af. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Motiveer en inspireer ander; • Bou steun en projekteer gesag en geloofwaardigheid; en • Gebruik invloed om oogmerke te bereik.
<p>2. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Toon inisiatief en selfvertroue in omgang met ander; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehorigheid; 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bou spangees en samehorigheid oor funksiegrense in die onderskeie departemente;

<p>verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> Kan op 'n multidissiplinêre span werk; en Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> Dra by tot 'n positiewe klimaat in die span; en Betrek en bemagtig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> Moedig spanbenadering tot probleemoplossing aan; Erken en respekteer die waarde van verskillende sienswyses; en Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
<p>3. Rigtingbepaling</p> <p>Die vermoë om 'n duidelike sin van 'n gemeenskaplike doel en visie vir ander te skep met die oog daarop om inkoop en verbintenisse tot die doelwitte te verkry.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1; en Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 en 2; en Goed daarin om rigting duidelik aan te gee. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Kan die direkteur se doelwitte in oogmerk vir die eenheid te omskep en verkry verbintenisse 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 suksesvolle prestasie te lewer.
<p>4. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en hul ontwikkeling aan te moedig met die oog daarop om hul talent te optimaliseer.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 prestasie-metings in hooftrekke beskryf; Diagnoseer prestasieprobleme en stel gepaste ontwikkelingsingrypings in om by die persoon se leerstyl te pas; en

				<ul style="list-style-type: none">• Sien die behoefte vir en voorsien individue van riglyne oor hoe om nuwe of moeilike situasies te hanteer.
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BEVOEGDHEIDSRAMWERK VIR PERSONEEL IN UNIFORM (insluitende verkeer, wetstoepassing en metropolisie)

VLAKKE	1	2	3	4
<p>TIPIESE AMPSTITELS</p> <p>(Dit is net 'n riglyn en ampstitels is nie hiertoe beperk nie.)</p>	<ul style="list-style-type: none"> • Verkeersbeampte in opleiding • Leerlingwetstoepassingsbeampte • Metropolisiekonstabel in opleiding 	<ul style="list-style-type: none"> • Verkeersbeampte • Wetstoepassingsbeampte • Metropolisiekonstabel/-offisiere • Assistentareakoördineerder: Sekuriteitsbestuur 	<ul style="list-style-type: none"> • Inspekteur – Verkeers-/Wetstoepassing • Senior inspekteur – Verkeers-/Wetstoepassing • Eerste inspekteur – Wetstoepassing • Sersant – Metropolisie • Areakoördineerder: Sekuriteitsbestuur 	<ul style="list-style-type: none"> • Superintendent/senior superintendent – Metropolisie • Streekinspekteur – Wetstoepassing • Eerste/Hoofinspekteur – Verkeer • Hoofsuperintendent • Direkteur: Metropolisie • Adjunkhoofde • Assistenthoof • Hoof: Wetstoepassing • Hoof: Metropolisie • Hoof: Verkeer
KENNIS	<ul style="list-style-type: none"> • Verkry kennis van bedryfsuitvoering van pligte wat met verkeersbestuur/metropolisie/wetstoepassing verband hou. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Aanvaar beheer oor spesifieke bedryfsaktiwiteite en verwante aktiwiteite; • Het beperkte besluitnemingsverantwoordelikheid binne vasgestelde raamwerke; 	<ul style="list-style-type: none"> • Implementeer beleid en prosedures en maak seker dat verordeninge, regulasies en misdadaadvoorkoming toegepas word; • Bestuur etlike bedryfsgebiede; en

			<ul style="list-style-type: none"> • Aanspreeklik vir ontwikkeling van personeel; en • Beheer van en toesig oor personeel. 	<ul style="list-style-type: none"> • Verseker optimale gebruik en onderhoud van hulpbronne en toerusting en nakoming van prestasiebestuur-maatslawwe.
ONDERVINDING	<ul style="list-style-type: none"> • Geen ondervinding nodig. 	<ul style="list-style-type: none"> • 2-5 jaar toepaslike ondervinding. 	<ul style="list-style-type: none"> • 5-8 jaar toepaslike ondervinding nodig waarvan 2-3 jaar ondervinding as toesighouer moet wees. 	<ul style="list-style-type: none"> • 8 jaar of meer toepaslike ondervinding nodig insluitende bewese ondervinding as toesighouer/bestuurder.
KWALIFIKASIE	<ul style="list-style-type: none"> • Graad 12; • Kode B-rybewys; • Geen kriminele rekord; en • Fisiese geskiktheid. 	Verkeersbeampte, Wetstoepassingsbeampte, en Metropolisiekonstabel/-offisiere vereis: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Graad 12; • Basiese opleidingskwalifikasie behaal; • Kode EB-rybewys; • Geen kriminele rekord; en • Vuurwapenvaardigheid. Sersant metropolisie: <ul style="list-style-type: none"> • Graad 12; • Kode B-rybewys; • Basiese opleidingskwalifikasie behaal; • Geen kriminele rekord; en • Vuurwapenvaardigheid. 	Superintendent metropolisie, eerste inspekteur verkeer, streekinspekteur wetstoepassing vereis: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Graad 12;

				<ul style="list-style-type: none"> • Basiese opleidingskwalifikasie behaal; • Kode B-rybewys; • Geen kriminele rekord; • Vuurwapenvaardigheid; en • Kwalifikasie vereis = toepaslike graad of BTech-/polisieringsgraad.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
KERN- PROFESSIONELE BEVOEGDHEDE				
<p>1. Gemeenskaps- en klantefokus</p> <p>Vermoë om op die klient 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.</p>	<p>Op opleiding om die bevoegdheid hier onder te bekom:</p> <ul style="list-style-type: none"> • 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 klient; • Probeer kliente se probleme so gou moontlik oplos; • Vra verskoning vir foute en stryk dit so gou moontlik uit en reageer vinnig op versoeke van kliente; • Maak seker dat kante tevrede is met die diens wat hulle ontvang; • Verstaan kliente se verwagtinge; • Hou kliente op hoogte van vordering; en • Balanseer kliente se behoeftes met munisipale behoeftes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 klient; • Doen meer as sy plig om kliente se probleme so gou moontlik op te los; • Assesseeer foute wat gemaak is en stel dit so gou moontlik reg; • Reageer vinnig op versoeke van kliente; • Bepaal klantetevredenheid met dienste wat aangebied word; • Bestuur kliente se verwagtinge; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 noodnag om met die polisie en wetstoepassingsagentskappe saam te werk; • Het 'n aktiewe invloed op die manier wat verskillende etniese 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1 tot 3; • Fokus polisieringsplanne, -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 polisiering van 'n verskeidenheid gemeenskappe; • Identifiseer duidelik en reageer op die oogpunte en behoeftes van

		<ul style="list-style-type: none"> • Hou klante op hoogte van vordering; en • Balanseer klante se behoeftes met gemeenskaps- en munisipale behoeftes. 	<p>groepe die polisie en wetstoepassingsdienste beskou;</p> <ul style="list-style-type: none"> • Moedig offisiere 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 buitelanders; • 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 inkonsekwentheid in inligting; • Kontroleer en bevestig inligting om seker te maak dat dit korrek is; 	<p>belanghebbendes en klante;</p> <ul style="list-style-type: none"> • 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 oopspunte; • 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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			<ul style="list-style-type: none"> • 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 oopvante en motiewe van almal in ag wanneer tot gevolgtrekkings gekom word. 	
<p>2. Probleemoplossing</p> <p>Maak inligting uit 'n verskeidenheid bronne bymekaar en ontleed data om probleme en kwessies te identifiseer om doeltreffende besluite te neem.</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 inkonsekwentheid 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; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 geeskalear is.

	<ul style="list-style-type: none"> • Verwys na statute, prosedures en presedente, waar nodig, voor besluite geneem word; en • Neem goeie besluite wat alle toepaslike faktore in ag neem. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identifiseer die hoofsaak 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 regverdigde besluite; en • Toets wyd vir moontlike reaksies op kontroversiële besluite. 	
<p>3. Onderhandeling en beïnvloeding</p> <p>Vermoë om ander te ooreed en beïnvloed deur logika en redeneringsvermoë te gebruik. Kan oplossings wat aangeneem sal word, vind en ander daarvan oortuig.</p>	<ul style="list-style-type: none"> • Oortuig ander van die voordeel van 'n besluit of situasie; • Staaf redenasies met feite; • Gebruik logika en redeneringsvermoë om ander te ooreed en te beïnvloed; en • Bied kragtige redenasies aan. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 onderhandelingsmipunte en uitkomst; • Verstaan die onderhandelingsposisie van ander en neem dit in ag; en • Maak seker dat alle betrokkenes tevrede is met ooreenkomste wat gesluit is. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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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				<ul style="list-style-type: none"> • Verstaan eksterne vennote se voorkeurbenaderings tot ooreengekome oplossings.
<p>4. Volharding</p> <p>Toon aanpasbaarheid, selfs in moeilike situasies. Bereid om moeilike besluite te neem en het die selfvertroue om dit deur te voer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, aktiewe hanteringsmeganismes (berading, spanningsverligtingsaktiwiteite, ens.) en gaan dan voort. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>5. Kommunikasie</p> <p>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 toegesprek word, wat 'n gemeenskaplike begrip verseker.</p>	<ul style="list-style-type: none"> • 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 feitlik, akkuraat en betyds voorsien word; • Dra inligting op 'n interessante manier oor; • Gee aandag aan en toon belangstelling in wat ander sê; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Kommunikeer goed en rig boodskappe aan die teikengehoor (gemeenskap, politiek, senior/uitvoerende bestuur, SAPD, ens.) • Bestuur die kommunikasie-strategie en -struktuur; en • Hanteer die media doeltreffend (waar toepaslik).

	<ul style="list-style-type: none"> • Gebruik korrekte spelling, punktuasie en taal; • Luister versigtig om te verstaan; en • Vra vrae om sake te verhelder. 	<ul style="list-style-type: none"> • 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 gereghof gee. 	<ul style="list-style-type: none"> • 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. 	
<p>6. Etiek en professionalismisme</p> <p>Die vermoë om etiese kwessies en belangebotsings te identifiseer en hanteer.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Identifiseer en evalueer risiko's betrokke by alternatiewe handelswyses; en • Beveel gepaste optrede aan by toesighoudende praktisyne. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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				

<p>1. Patroliering, toepassing en noodreaksie</p> <p>Vermoë om veiligheids- en sekuriteitsprobleme te voorkom of daarop te reageer.</p>	<p>Op opleiding om die bevoegdhede hier onder te bekom:</p> <ul style="list-style-type: none"> • 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, • Assesseeer 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. 	<ul style="list-style-type: none"> • 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, • Assesseeer 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; en • Verseker integrasie van aktiwiteite in verskillende departemente en sferes van die regering.
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BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENSORIENTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> • Kan 'n verstandhouding met ander vorm en kom met hulle klaar; • Kommunikeer doeltreffend; en • Gee erkenning aan bydraes van ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Oortuig ander van idees sonder om hul beskouing te onderdruk; • Gee erkenning aan verdienstelike 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; en • Kommunikeer doeltreffend met kollegas en kliënte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

<p>3. Diensleweringsoriëntering</p> <p>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.</p>	<ul style="list-style-type: none"> • Verbind tot voortrefflikheid; en • Kom verbintnisse en belofes oor die onderneming van take na en hou by spertye. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Professioneel in interaksie met algemene publiek en belanghebbendes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Tree doeltreffend in interaksie met algemene publiek; • Verstaan en artikuleer gemeenskapsbehoefes; en • Bestuur gemeenskapsverwagtinge binne finansiële, tegniese en kapasiteitsbeperkings. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Vestig 'n samewerkende verhouding met die gemeenskap; en • Praat doeltreffend oor diensleweringsake soos vereis.
<p>4. Kliëntoriëntering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevrediging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> • Openbaar 'n klantefokus; • Is betroubaar en lewer betyds; • Bou verstandhouding met kliente op; en • Reageer betyds op klientbehoefes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientevredigheid; • 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 klientdiens te lewer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; • Tree spesifiek en voortdurend op om die klientediensvisie te implementeer; • Implementeer klientevredigheidsterugvoer om verskaffing van gehaltdiens te verseker; en • Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes (d.w.s. prestasiebestuur, hulpbrontoekenning, ens.) te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Openbaar persoonlike verbintnisse tot die klientediensvisie deur eie optrede en gesindhede; en • Erken individue en gebiede wat dragend en uitkomstes ooreenkomstig die klientediensvisie openbaar.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie- en uitkomstoriëntering</p> <p>Die openbaring van 'n hoë werksetek om uitdagende doelwitte te stel en te bereik, by spertye te bly en belofes na te kom. Dit word</p>	<ul style="list-style-type: none"> • Toon geesdrif om nuwe projekte te aanvaar; • Gewillig om nuwe uitdagings aan te pak; en • Is selfgemotiveerd. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Dryfkrag om by spertye te bly; en • Inisieer kontak met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Jaag projekoogmerke meedoënloos na; • Druk self en motiveer ander vir resultate; en • Stel uitdagende doelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Openbaar dryfkrag om dinge beter te doen; en • Voltooi projekte suksesvol binne toegelate tyd en begrotingstoewysing.

geopenbaar in 'n mens se vermoë om op die taak gefokus te bly, energiek te wees, te volhard en betroubaar te wees.				
<p>2. Volharding</p> <p>Die vermoë om konstruktief op druk/spanningsvolle situasies te reageer en die vermoë om te volhard met doelwitte ten spyte van hindernisse en terugslae.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Bly kalm en gefokus onder druk; en Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; en Beplan en inisieer nuwe maniere om vooruit te gaan. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en Soek proaktief deur die omgewing om situasies op te spoor wat terugslae of mislukings kan veroorsaak.
<p>3. Gereedheid vir verandering</p> <p>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.</p>	<ul style="list-style-type: none"> Toon 'n gewilligheid om te leer; en Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Oop vir nuwe idees en maniere om dinge te doen; en Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; en Sien wanneer verandering nodig is, ontwikkel 'n strategie om verandering te implementeer.
<p>4. Kognitiewe vermoë</p> <p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> Toon sterk analitiese redeneringsvermoë; Sterk aandag aan besonderhede; en Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Openbaar logiese, gevolgsgedrewe denke; en Ontwikkel nuwe maniere om probleme op te los. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Hanteer dubbelsinnigheid en onsekerheid doeltreffend; Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Hanteer hoe vlakke van kompleksiteit en verduidelik sake aan ander; Kom vorendag met kreatiewe en unieke idees; en Oorweeg alternatiewe.
<p>5. Leeroriëntering</p> <p>Die gewilligheid en motivering om te leer, kennis</p>	<ul style="list-style-type: none"> Toon gewilligheid om nuwe dinge te leer en kennis in te win; Neem aan gereelde eksterne aktiwiteite deel; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Verstaan eie sterk en swak punte en tree op om gaping tussen 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Bly op hoogte van veranderinge in die bedryf; en 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Behoort aan 'n netwerk in die bedryf;

in te win, insig te ontwikkel en op deurlopende selfverbetering te fokus.	<ul style="list-style-type: none"> • Soek voortdurend steun vir eie beperkings (bv. by afrigter of mentor). 	<p>kennis en vaardighede kleiner te maak; en</p> <ul style="list-style-type: none"> • Leer uit ondervinding – herhaal nie foute nie. 	<ul style="list-style-type: none"> • Bevorder beste praktyk. 	<ul style="list-style-type: none"> • Skep 'n leeromgewing; en • Moedig ander aan om te leer en te deel uit foute en deel ondervindinge.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
<p>1. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstechnieke toe te pas wanneer saam met ander werk om 'n gemeenskaplike doelwit te bereik.</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Toon inisiatief en selfvertroue in omgang met ander; • Kan op 'n multidisiplinêre span werk; en • Deel inligting en werk maklik met ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Bevorder 'n sterk gevoel van samehörigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Bou spangees en samehörigheid 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.
<p>2. Rigtingbepaling</p> <p>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.</p>	<ul style="list-style-type: none"> • Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; en • Sit werk vir ander op 'n goed beplande en georganiseerde manier uiteen. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 en 2; • Goed daarin om rigting duidelik aan te gee; en • Sit spandoelwitte uiteen en voorsien duidelike doelgerigtheid. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

<p>3. Afrigting en mentorskap</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Deel kennis en inligting met eweknieë en ondergeskiktes; en • Kan eie ontwikkelingsbehoefes identifiseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1 tot 3; • Aktief betrokke by die behoud en ontwikkeling van talent in die munisipaliteit; • Lei deur voorbeeld; • Bestuur van prestasielemtes 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.
<p>4. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 1; • Dwing respek by eweknieë en bestuurders af; en • Kan verskeie belanghebbendes betrek en oortuig. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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.

BEVOEGDHEIDSRAMWERK VIR WAARDEERDERS VIR MUNISIPALE WAARDERINGSDOELEINDES

VLAKKE	1	2	3	4
TIPIESE AMPSTITELS (Dit is net 'n riglyn en amptitels 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	<p>Verstaan die konsep van markwaarde of "hoogste en beste gebruik" as 'n uitgangspunt wanneer 'n eiendom gewaardeer word;</p> <ul style="list-style-type: none"> Verstaan die teorie van vergelykbare verkope-onliding; Het kennis van elementele boukoste vir residensiele eiendomme; Verstaan stadsbeplanningskonsepte soos sonering en afwykings, onderverdelings en konsoliderings; en Basiese kennis van MS Excel, MS Word, Internet Explorer en GIS. 	<ul style="list-style-type: none"> Openbaar kennis uit 1; Verstaan alle waarderingstegnieke; Verstaan goederereg; Grondwetlike verpligtinge; Toepaslike wetgewing en presedentereg Verstaan konsepte wat met die tydwaarde van geld verband hou; Verstaan die konsepte van vergelykbare, oorblywende, koste en inkomstewaardering; en Toon 'n goeie kennis van elementele koste en residensiele waardes; Evalueer watter waarderingsmetode gebruik moet word; en 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> Verstaan basiese konsepte van 'n rekenaargesteunde massabeoordelingstelsel (RGMB). 		
ONDERVINDING	<ul style="list-style-type: none"> Tot 2 jaar toepaslike ondervinding nodig in 'n eiendomsomgewing. 	<ul style="list-style-type: none"> 2-5 jaar toepaslike ondervinding in eiendomswaardering nodig. 	<ul style="list-style-type: none"> 5-8 jaar toepaslike ondervinding oor alle eiendomswaarderinggebiede. 	<ul style="list-style-type: none"> 8 jaar of meer toepaslike ondervinding in alle aspekte van die toepaslike waarderingsfunksie.
KWALIFIKASIE*	<ul style="list-style-type: none"> Graad 12; en Geregistreer as 'n kandidaatwaardeerder kragtens die Wet op die Eiendomswaardeerders-professie (*studeer om minimum kwalifikasie te kry). 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie; en Geregistreer as 'n kandidaatwaardeerder kragtens die Wet op die Eiendomswaardeerders-professie. 	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie en Geregistreer as 'n professionele waardeerder of professionele geassosieerde waardeerder kragtens die Wet op die Eiendomswaardeerders-professie. <p>*registrasie as professionele geassosieerde waardeerder is moontlik onderworpe aan beperkings op grond van watter soorte eiendomme die persoon mag waardeer.</p>	<ul style="list-style-type: none"> 'n Toepaslike 3-jaar- tersiêre kwalifikasie; en Geregistreer as 'n professionele waardeerder of professionele geassosieerde waardeerder kragtens die Wet op die Eiendomswaardeerders-professie.
BEVOEGDHEDE				
BEVOEGDHEIDSVLAKKE	1	2	3	4
KERN- PROFESSIONELE BEVOEGDHEDE				
<p>1. Skriftelike kommunikasie</p> <p>Kommunikasie van komplekse inligting op 'n verstaanbare manier (taal en formaat) aan die spesifieke gehoor.</p>	<ul style="list-style-type: none"> Kommunikeer doeltreffend skriftelik op 'n manier wat minimale wysiging vereis; Hou notules by vergaderings; en Berei duidelike en bondige sketse voor. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1; Help met voorbereiding en hersiening van opleidingsmateriaal, beleid en riglyne; Kommunikasie met rolspelers oor hul rolle en verantwoordelikhede; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 tot 3; Ontwikkel verslagdoeningsjablone, proses en riglyne – mentorskap en leiding aan ondergeskiktes; Berei oorwoë skriftelike kommunikasie van hoë gehalte voor insluitende korrespondensie en verslae; en

		<ul style="list-style-type: none"> Het goeie verslagopstellingsvaardighede; en Toon numeriese, alfabetiese en skriftelike akkuraatheid. 		<ul style="list-style-type: none"> Bring elektroniese aanbiedings voort en bied dit aan.
<p>2. Organisasionele bewustheid</p> <p>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.</p>	<ul style="list-style-type: none"> Verstaan hoe die waarderingproses 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. 	<ul style="list-style-type: none"> 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 direkteur; 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhede uit vlak 1 en 2; Dra by tot die vorming van die munisipaliteit se spesifieke doelwitte en prioriteite; Bring jaarlikse/kwartaalplanne in lyn met munisipaliteit se doelwitte en oogmerke; Het kennis van die munisipaliteit se funksionele direkteur/departemente en verstaan integrasie oor hierdie direkteur; Het dieptekennis van munisipale wetgewing, beleid, praktyk en gedragskode; en Pas sektorbeleid en -wetgewing toe in die onderneming van take. 	<ul style="list-style-type: none"> 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 direkteur/departemente en verstaan strategiese integrasie daarvoor; en Het dieptekennis van die munisipaliteit se uitdagings in die waardering- en klassifiseringsomgewing.
<p>3. Taakbestuur</p> <p>Beplan, bestuur, monitor evalueer spesifieke aktiwiteite om die gewenste uitsette en uitkomstes te lewer.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, auditspore); Maak seker dat werk met 'n hoë prioriteit binne nodige tydlyne gedoen word;

	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.	<ul style="list-style-type: none"> • Onderneem roetinetake volgens instruksie; en • Is bewus van faktore wat 'n negatiewe impak op die voltooiing van 'n werk kan hê. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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 taakspeifieke probleme te identifiseer en alle faktore te ontled wat die oplossing beïnvloed. 	<ul style="list-style-type: none"> • Openbaar bevoegdheidsvlak 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	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • Openbaar funksionele bevoegdheidsvlak uit 1; • Maak data bymekaar as 'n konstruktiewe uitdrukking van waarde; en • Onderneem residensiele sowel as basiese-inkomste- en kostewaarderings. 	<ul style="list-style-type: none"> • Openbaar funksionele bevoegdheidsvlak uit 1 en 2; • Keur markwaarderings wat deur ondergeskiktes uitgevoer is, goed; • Doen navorsing oor die toepassing van waarderingsmetodologieë en -prosedures; 	<ul style="list-style-type: none"> • Openbaar funksionele bevoegdheidsvlak 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

	<ul style="list-style-type: none"> Bepaal die markwaarde van eiendomme onder toesig, toepassing van die wetgewende voorskrifte; Ontleed verkooptransaksies; en Identifiseer eiendomme wat die onderwerp van aanvullende waardering moet wees. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Doen markontleding om die basis van waardering vas te stel; Stel metodologieë vas vir waardering van alle eiendomme; Maak seker aanvullende waardering en hersienings word gedoen en onderhou die waardasierol; en Monitor en verseker nakoming van waarderingstandaarde en wetgewende voorskrifte. 	<p>van waardering toe om op hoogte te bly van nuwe ontwikkelinge;</p> <ul style="list-style-type: none"> Ontwikkel, toets en implementeer gepaste metodes en benaderings van massawaarderingstegnieke, insluitende inligtingstegnologie; Bestuur die samestelling van algemene en aanvullende waardasierolle en verseker tydigte 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 massawaardering sinligtingstelsel 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 appëlle	<ul style="list-style-type: none"> Help met die bewaring van besware en appëlle; en 	<ul style="list-style-type: none"> Openbaar funksionele bevoegdheid uit 1; 	<ul style="list-style-type: none"> Openbaar funksionele bevoegdheid uit 2 tot 3; Verseker korrektheid van die redes vir besluite wat geneem 	<ul style="list-style-type: none"> Openbaar funksionele bevoegdheid uit 2 tot 3; Voorsien deskundige waarderingraad aan die

	<ul style="list-style-type: none"> • Help met die publiserings van uitkomstes van besware en appëlle. 	<ul style="list-style-type: none"> • Berei die redes voor vir die besluite wat oor aangetekende besware geneem word; en • Berei getuienis voor wat aan die appëlraad voorgelê moet word om waardering te motiveer. 	<p>word oor appëlle wat aangeteken word;</p> <ul style="list-style-type: none"> • Verseker korrektheid van getuienis wat aan die appëlraad voorgelê moet word om waardering te motiveer; • Skakel en kommunikeer met die toepaslike belanghebbendes en kliënte oor besware en appëlle; • 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 appëlle by die appëlraad in soos nodig. 	<p>munisipaliteit en die appëlraad en in gedingvoeringsake;</p> <ul style="list-style-type: none"> • 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 appëlraad- en hofbeslissings ooreenkomstig die WMEB geïmplementeer word.
<p>3. Inligtingsbestuur</p> <p>Die versameling en ontleding van data om 'n algemene of aanvullende waardasierol saam te stel</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheid uit vlak 1; • Voer data-ontleding uit in monitoring 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 monitoring van data; • Bestuur die sentrale bewaringsplek en dokumente; 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 	<ul style="list-style-type: none"> • Openbaar bevoegdheid 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 waarderingbestuur nodig is; • Verseker integrasie met die ontwikkelings- en stadsbeplanning en fakturering;

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		<ul style="list-style-type: none"> • 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 sagleware en vakgebied. 	<p>kwartaallike risikotendense sowel as leemtes en duplikasies;</p> <ul style="list-style-type: none"> • Gaan gehalte van data na wat in bestuursagleware 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. 	<ul style="list-style-type: none"> • Ontwikkel bedryfsreëls en -prosedures vir stelsels; • Ontleed sakebehoefes en evalueer voortdurend die doeltreffendheid van inligtingstelsels om aan die sakebehoefes 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 waarderingmetodologieë en RGMB-toepassings; • Monitor prosesse en identifiseer potensiele 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 bemaagtig voel om kennis te soek en te deel.
<p>4. Projekbestuur</p> <p>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</p>	<ul style="list-style-type: none"> • Neem deel aan die toegewese take tot die ooreengekome standarde (sluit werk in die omvang van die opdrag in); en • Prioritiseer aktiwiteite doeltreffend seker te maak dat take volgens rooster voltooi word. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 en 2; • Berei 'n projekinisiësiëprogram voor, koördineer en monitor dit; • Bestuur etlike projekte volgens ooreengekome standarde; • Prioritiseer etlike hulpbronne om by mededingende spertye te bly; • Stel projekopdrag, -oogmerke, 	<ul style="list-style-type: none"> • Openbaar bevoegdhede uit vlak 1 tot 3; • Bestuur multidisiplinêre projekte en programme; • Bestuur die projekvereistes van uiters komplekse kapitaalbegrotingsgebaseerde projekte/programme; • Verseker kommunikasie met belanghebbendes;

en binne die begroting en rooster.			<ul style="list-style-type: none"> -prioriteite, -bepenkings, -aannames en -strategie vas; Finaliseer en keur projekdokumentasie goed; Verseker nakoming van begrotingsvereistes; Stel die verkrygings-/tenderbeleid vir die projek vas; en Bestuur hulpbronne om projekdoelwitte te bereik. 	<ul style="list-style-type: none"> Finaliseer projekkonsepte 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 diensvlakoorenskome met eksterne diensverskaffers.
<p>5. Finansiële bestuur</p> <p>Toon 'n bewustheid van begrotingsbepenkings en werk verstandig binne finansiële perke.</p>	<ul style="list-style-type: none"> Nie van toepassing nie. 	<ul style="list-style-type: none"> Nie van toepassing nie. 	<ul style="list-style-type: none"> Verstaan en evalueer finansiële implikasies van waarderingvoorstelle; Hou by aanbodketteringsbestuursprosesse en 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 3; Verstaan finansiële state en hul toepaslikheid op waardering; en Bring uitgewaagde in lyn met begrotings- en kontantvloeivoorwaardings.
BEVOEGDHEDE TEN OPSIGTE VAN OPENBAREDIENORIËTERING				
<p>1. Interpersoonlike verhoudings</p> <p>Die vermoë om produktiewe verhoudings met mense binne en buite die munisipaliteit te vorm en te handhaaf.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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; 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 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 geregtig; en 	<ul style="list-style-type: none"> Openbaar bevoegdheidsvlak 1 tot 3; Kan reguit en eerlik, dog diplomatiek 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.

		<ul style="list-style-type: none"> • Toon selfvertroue in interaksie met interne en eksterne belanghebbendes; en • Kan eie opinies laat geld. 	<ul style="list-style-type: none"> • Onderhandel vaardig in moeilike situasies met sowel interne as eksterne belanghebbendes. 	
<p>2. Kommunikasie</p> <p>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.</p>	<ul style="list-style-type: none"> • Openbaar doeltreffende mondelinge en skriftelike kommunikasie; • Reageer op vrae met akkurate en volledige antwoorde; en • Luister goed en is ontvanklik. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 oopspunte met organisatoriese behoeftes wanneer verskillende sienswyses oor komplekse sake oorgedra word. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; • Ontwikkel goed gedefinieerde kommunikasiestrategie; • Verstaan die gehoor en kan gepaste medium kies om aan teikengehoore 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.
<p>3. Dienslewings-oriëntering</p> <p>Die vermoë om nuwe maniere te ondersoek en te implementeer om dienste te lewer wat bydra tot die verbetering van munisipale</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Verstaan gemeenskapsbehoefes en kan hul implikasies vir die munisipaliteit evalueer; • Bestuur gemeenskapsverwagtinge 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3; en • Identifiseer en ontleed geleenthede waar innoverende idees tot beter diens kan lei.

<p>prosesse om munisipale doelwitte te bereik.</p>	<ul style="list-style-type: none"> Voer take uit ooreenkomstig Batho Pele-beginsels; en die munisipaliteit se waardes. 	<p>kan hierdie filosofie insluit by uitvoering van eie pligte; en</p> <ul style="list-style-type: none"> Is bewus van die belangegroep en ander belanghebbendes en kan met hulle in interaksie tree. 	<p>binne finansiële, tegniese en kapasiteitsbeperkings;</p> <ul style="list-style-type: none"> Praat doeltreffend met die media; Verstaan gemeenskapsbehoefes en -verwagtinge en verstaan die prosesse om dit in die munisipaliteit se planne te integreer en Vestig 'n samewerkende verhouding met die gemeenskap. 	
<p>4. Klantorientering en klantefokus</p> <p>Verstaan die diensbehoefes van 'n klient/klant (intern of ekstern) en fokus aktief op vooruitsiening, bevestiging en oorskryding van die behoeftes betyds en op gepaste wyse.</p>	<ul style="list-style-type: none"> Openbaar klantefokus; Is betroubaar en lewer betyds; Bou verstandhouding met kliente op; en Reageer betyds op klientebehoefes. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Behou duidelike kommunikasie met kliente oor gemeenskaplike verwagtinge en monitor klientetevredenheid; Aanvaar persoonlike verantwoordelijkheid om diens van uitstekende gehalte te lewer; Stel probleme spoedig reg, sonder om op die verdediging te wees. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; Verstaan die klient se probleme en soek inligting oor hul huidige en toekomstige vereistes; Tree spesifiek en voortdurend op om die klientediensverwagtinge te implementeer; en Implementeer klientetevredenheidsterugvoer om verskaffing van gehaltdiens te verseker. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; Erken individue en gebiede wat gedrag en uitkomstes ooreenkomstig die klientediensvisie openbaar; Evalueer klantebevestigingsgradering gereeld; en Bepaal die klimaat en skep 'n kultuur om klientgefokusde uitkomstes te bereik.
PERSOONLIKE BEVOEGDHEDE				
<p>1. Aksie-oriëntering</p> <p>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</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1; Jaag projekoogmerke meedoënloos na Is selfgemotiveerd; Druk self en motiveer ander vir resultate; Stel uitdagende doelwitte; 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 en 2; en Maak seker lewering is volgens projek- of aksieplanne. 	<ul style="list-style-type: none"> Openbaar bevoegdhe uit vlak 1 tot 3; en Voorsien leierskap deur 'n gunstige omgewing van selfbestuur te skep.

gefokus te bly, energiek te wees, te volhard en betroubaar te wees.		<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Bly kalm en gefokus onder druk; en • Reageer konstruktief op ongunstige situasies en het 'n kalmerende invloed op ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; • Beplan en inisieer nuwe maniere om vooruit te gaan; • Voer scenariobeplanning uit; en • Ontwikkel gebeurlikheidsplanne. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> • Toon 'n gewilligheid om te leer; en • Hanteer verandering doeltreffend. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; • Oop vir nuwe idees en maniere om dinge te doen; en • Soek na beter maniere om dinge te doen. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Staar verandering voor as 'n geleentheid eerder as 'n bedreiging en tree as 'n rolmodel op om spanlede in die rigting van verandering te mobiliseer. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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.	<ul style="list-style-type: none"> • Toon gewilligheid om nuwe dinge te leer en kennis in te win. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; en • Bly op hoogte van veranderinge in die sektor. 	<ul style="list-style-type: none"> • Openbaar bevoegdhe 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	<ul style="list-style-type: none"> • Sterk aandag aan besonderhede; en 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 en 2; 	<ul style="list-style-type: none"> • Openbaar bevoegdhe uit vlak 1 tot 3;

<p>Die vermoë om inligting te versamel, kwessies te ontleed en kompleksiteit en dubbelsinnigheid te hanteer. Toon langtermyn denke, volg logies deur, bewus van gevolge en implikasies. Kan die groot prentjie sien.</p>	<ul style="list-style-type: none"> • Werk in 'n redelik gestruktureerde omgewing. 	<ul style="list-style-type: none"> • Openbaar logiese, gevolgsgedrewe denke; • Ontwikkel nuwe maniere om probleme op te los; en • Openbaar sterk analitiese redeneringsvermoë. 	<ul style="list-style-type: none"> • Hanteer dubbelsinnigheid en onsekerheid doeltreffend; • Kan detailoriëntering met grootprentjedenke 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. 	<ul style="list-style-type: none"> • Hanteer hoe vlakke van kompleksiteit en verduidelik sake aan ander; • Kom vorendag met kreatiewe en unieke idees; • Oorweeg alternatiewe; en • Dink oorspronklik.
BESTUURS-/LEIERSKAPSBEVOEGDHEDE				
<p>1. Impak en invloed</p> <p>Die vermoë om 'n positiewe gesindheid by ander te wek en ander doeltreffend te beïnvloed.</p>	<ul style="list-style-type: none"> • Het positiewe impak en dra beeld van selfversekerde professioneel oor. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1; • Motiveer ondergeskiktes om take uit te voer; • Is geloofwaardig vir personeel, bestuur en belanghebbendes; en • Oortuig bestuursbeambptes/seniors van oopspunt of voorstelle met hulp van ander in gesag. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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 teespoed. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.
<p>2. Spanoriëntering</p> <p>Die vermoë om 'n samewerkende klimaat te bevorder, groepdinamika te verstaan en gepaste fasiliteringstegnieke toe te pas wanneer saam met ander werk om 'n</p>	<ul style="list-style-type: none"> • Werk goed met ander spanlede saam; • Neem aktief aan spanaktiwiteite deel; en • Toon bedagsaamheid teenoor ander. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 en 2; • Bevorder 'n sterk gevoel van samehörigheid; • Dra by tot 'n positiewe klimaat in die span; en • Betrek en bemagtig span om doelwitte te stel en te bereik. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids uit vlak 1 tot 3; • Bou spangees en samehörigheid oor funksionele grense in die onderskeie departemente; • Moedig spanbenadering tot probleemoplossing aan; • Erken en respekteer die waarde van verskillende sienswyses; en

gemeenskaplike doelwit te bereik.				<ul style="list-style-type: none"> • Maak gebruik van verskillende agtergronde, vaardighede en kennis van spanlede.
<p>3. Afrigting en mentorskap</p> <p>Die vermoë om vaardighede, prestasie en potensiaal van ondergeskiktes te assesser en om hul ontwikkeling aan te moedig met die oog op optimalisering van hul talent en potensiaal.</p>	<ul style="list-style-type: none"> • nvt 	<ul style="list-style-type: none"> • Deel kennis en inligting met eweknieë en ondergeskiktes. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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. 	<ul style="list-style-type: none"> • Openbaar bevoegdheids 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.

<p>4. Strategiese vermoë/leierskap of rigtingbepaling</p> <p>Bepaal en artikeleer die visie, gee rigting vir die organisasie en/of eenheid en inspireer ander om die organisatoriese mandaat uit te voer.</p>	<ul style="list-style-type: none"> Het 'n duidelike sin van eie en spandoelwitte. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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. 	<ul style="list-style-type: none"> Openbaar bevoegdhe 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 prestasiemaatreels.
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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 assesser 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					
PEERSONLIKE BESONDERHEDE					
Van					
Voornam					
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
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 tersiëre kwalifikasie verwerf					
Naam van instelling		Naam van kwalifikasie		NQF-vlak	Jaar verkry

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 strafsak			
Uitkoms/oordeel			

AANBEVELINGS (Brei asseblief uit op u CV.)				
Naam van referent	Verhouding	Tel (kantoorure)	Selfoonnommer	E-pos

VERKLARING	
<i>Ek verklaar hiermee dat al die inligting wat op hierdie aansoek en enige aanhangsels wat ter staving 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.</i>	
Handtekening:	Datum:

BYLAE C**VERTROUWLIKHEIDSVERKLARING 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

**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%

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 retikulاسie 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 gevonniss 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

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

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
Personeel-hoof	Hoof van die kantoor	Hoof van die kantoor	Hoof van die kantoor van die Speaker	Steunbeampte	Bestuurder: Steun van raadslede	
Administratiewe sekretaris/assistent-administratiewe sekretaris	Administratiewe sekretaris Privaat sekretaris Spesiale raadgewer	Administratiewe sekretaris Privaat sekretaris Drywer	Administratiewe sekretaris Openbare deelnames- en uitreikings-koördineerder	Sekretaris	Uitvoerende steunbeampte volgens politieke ampsbeksleërs (POB) Sekretaris volgens POB	Uitvoerende steunbeampte volgens POB Navorsers volgens POB Sekretaris volgens POB
Privaat sekretaris/assistent-privaat sekretaris	Gemeenskapskake-beampte		Openbare beampte: Versoeke en verhore			
Spesiale raadgewer	Ontvangspersoon		Wykskoördineerder			
Gemeenskapskake-beampte	Drywer		Koördineerder: Gemeenskapsontwikkelingswerker			
Ontvangspersoon			Senior/administratiewe beampte			
Drywer			Ontvangspersoon Drywer			
Moontlike gedeelde hulpbronne:						
<ol style="list-style-type: none"> 1. Navorsers en toespraakskrywers 2. Komiteesteun (administrasie) 						

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
Personeel-hoof	Hoof van die kantoor	Hoof van die kantoor	Hoof van die kantoor van die Speaker	Steunbeampte	Bestuurder: Steun van raadslede	
Administratiewe sekretaris	Administratiewe sekretaris	Administratiewe sekretaris	Administratiewe sekretaris	Sekretaris	Uitvoerende steunbeampte volgens POB	Uitvoerende steunbeampte volgens POB
Privaat sekretaris	Privaat sekretaris	Privaat sekretaris	Openbare deelnames- en uitreikings-koördineerder		Sekretaris volgens POB	Navorser volgens POB
Spesiale raadgewer	Spesiale raadgewer	Drywer				Sekretaris volgens POB
Gemeenskapskake-beampte	Gemeenskapskake-beampte		Openbare beampte: Versoeke en verhore			
Ontvangspersoon	Ontvangspersoon		Wykskoördineerder			
Drywer	Drywer		Koördineerder: Gemeenskapsontwikkelingswerker			
			Senior/administratiewe beampte			
			Ontvangspersoneel			
			Drywer			
Moontlike gedeelde hulpbronne:						
<ol style="list-style-type: none"> 1. Navorser en toespraaksrywer 2. Komiteesteun (administrasie) 						

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
Personeel-hoof	Hoof van die kantoor	Hoof van die kantoor	Hoof van die kantoor van die Speaker	Steunbeampte	Bestuurder: Steun van raadslede	
Administratiewe sekretaris	Administratiewe sekretaris	Administratiewe sekretaris	Administratiewe sekretaris	Sekretaris	Uitvoerende steunbeampte volgens POB	Uitvoerende steunbeampte volgens POB
Privaat sekretaris	Privaat sekretaris	Privaat sekretaris	Openbare deelnames- en uitreikings-koördineerder		Sekretaris volgens POB	Navorser volgens POB
Spesiale raadgewer	Spesiale raadgewer	Drywer	Openbare beampte: Versoeke en verhore			Sekretaris volgens POB
Gemeenskapskake-beampte	Gemeenskapskake-beampte		Wykskoördineerder			
Ontvangspersoon	Ontvangspersoon		Koördineerder: Gemeenskaps ontwikkelingswerker			
Drywer	Drywer		Senior/ administratiewe beampte			
			Ontvangspersoneel			
			Drywer			
Moontlike gedeelde hulpbronne:						
<ol style="list-style-type: none"> 1. Navorser en toespraakskrywer 2. Komiteesteun (administrasie) 						