

KAREEBERG MUNICIPALITY

PERFORMANCE EVALUATION SUMMARY

Performance evaluation of: Head Corporate Services
Period: 01 July - 31 December 2016
Panel Members: Municipal Manager
 Councillor
 Councillor
Date of evaluation: 27 March 2017

W. de Bruin

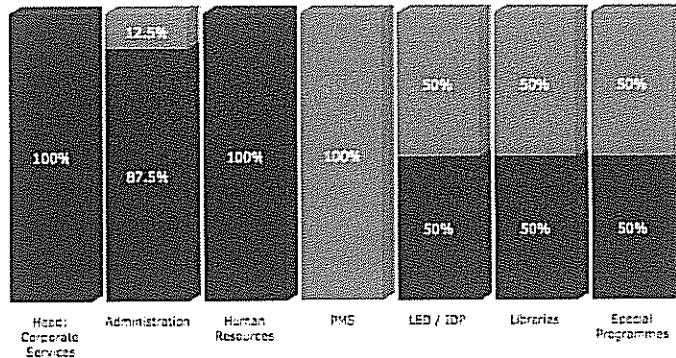
G. Saal

W.D. Horne

PERFORMANCE RESULTS

	Total score for period	Total weight for period	Weighted percentage	Performance %
Operational Performance	48.00	80.00	80.00%	48.00%
Core Competency Requirements	12.69	20.00	20.00%	12.69%
Final Score	60.69	100.00	100.00%	60.69%

OVERALL PERFORMANCE



PERFORMANCE COMMENTS

Signed by panel members:
 Municipal Manager _____ *W. de Bruin*
 Councillor _____ *G. Saal*
 Councillor _____ *W.D. Horne*

Signed by employee: Head Corporate Services _____ *W.D. Horne* Date 27/3/17

Comments:

OPERATIONAL KPI'S

PMS REF	Ref No	National KPA	Key Performance Indicator (KPI)	Unit of measurement	Baseline	Targets				Weight	Score	Mid-year score	Performance Comment &	Mid-year	R
						Q1	Q2	Q3	Q4						
1	SDBIP Graph	Municipal Transformation and Institutional Development	Manage and achieve 90% of the KPI's of Administration	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	90%	90%	90%	4	3	2.4	See graph			
2	SDBIP Graph	Municipal Transformation and Institutional Development	Manage and achieve 90% of the KPI's of Human Resources	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	90%	90%	90%	4	3	2.4	See graph			
3	SDBIP Graph	Municipal Transformation and Institutional Development	Manage and achieve 90% of the KPI's of PMS	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	90%	90%	90%	5	3	3	See graph			
4	SDBIP Graph	Municipal Transformation and Institutional Development	Manage and achieve 90% of the KPI's of LED / IDP	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	90%	90%	90%	2	3	1.2	See graph			
5	SDBIP Graph	Municipal Transformation and Institutional Development	Manage and achieve 90% of the KPI's of Libraries	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	90%	90%	90%	5	3	3	See graph			
6	SDBIP Graph	Municipal Transformation and Institutional Development	Manage and achieve 90% of the KPI's of Special Programmes	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	90%	90%	90%	2	3	1.2	See graph			
7	T17	Municipal Transformation and Institutional Development	The number of people from employment equity target groups employed in the three highest levels of management in compliance with the equity plan	Number of people employed	New Key Performance Indicator For 2016/17	0	0	0	3	3	1.8		0	0	
8	T18	Municipal Transformation and Institutional Development	The percentage of the municipality's personnel budget actually spent on implementing its workplace skills plan by 30 June 2017 [(Actual amount spent on training/total operational budget)x100]	% of the municipality's personnel budget on training by 30 June 2017 (Actual amount spent on training/total personnel budget)x100	New Key Performance Indicator For 2016/17	0	0	0	2	3	1.2		0	0	

OPERATIONAL KPI'S

PMS REF	Ref No	National KPA	Key Performance Indicator (KPI)	Unit of measurement	Baseline	Targets				Weight	Score	Mid-year score	Performance Comment &	Mid-year	R
						Q1	Q2	Q3	Q4						
9	T19	Municipal Transformation and Institutional Development	Limit the vacancy rate to less than 10% of budgeted posts by 30 June 2017 ((Number of posts filled/Total number of budgeted posts)x100)	% vacancy rate of budgeted posts by 30 June 2017 ((Number of posts filled/Total number of budgeted posts)x100)	New Key Performance Indicator For 2016/17	0	0	0	10%	5	3		0	0	
10	T20	Basic Service Delivery	90% spent of the library grant by 30 June 2017 ((Actual expenditure divided by the approved budget)x100)	% of the library grant spent by 30 June 2017 ((Actual expenditure divided by the approved budget)x100)	New Key Performance Indicator For 2016/17	0	0	0	90%	8	3		0	0	
11	T21	Good Governance and Public Participation	Establishment of 4 new ward committees by 31 March 2017	Number of ward committees established	New Key Performance Indicator For 2016/17	0	0	4	0	6	3		0	0	
12	T22	Municipal Transformation and Institutional Development	Submit the reviewed Organogram to Council by 30 June 2017	Organogram submitted to Council by 30 June 2017	New Key Performance Indicator For 2016/17	0	0	0	1	7	3		0	0	
13	T23	Municipal Transformation and Institutional Development	Submit the Draft Annual Report to Council by 31 January 2017	Draft Annual Report submitted to Council by 31 January 2017	New Key Performance Indicator For 2016/17	0	0	1	0	8	3		0	0	
14	T24	Municipal Transformation and Institutional Development	Submit the Draft IDP to Council by 31 March 2017	Draft IDP submitted to Council by 31 March 2017	New Key Performance Indicator For 2016/17	0	0	1	0	9	3		0	0	
15	D30	Good Governance and Public Participation	Respond to all complaints received within the Department within 7 days of receipt	% complaints responded to within 7 days of receipt	New KPI	90%	90%	90%	90%	7	3		90%	61.67%	R
16	D31	Good Governance and Public Participation	Submit quarterly report on progress made with the implementation of council decisions applicable to the Department to the MM	Number of reports submitted	New KPI	1	1	1	1	3	3		2	1	R

OPERATIONAL KPI'S

PMS REF	Ref No	National KPA	Key Performance Indicator (KPI)	Unit of measurement	Baseline	Targets				Weight	Score	Mid-year score	Performance Comment &	Mid- year	Mid- year	R
						Q1	Q2	Q3	Q4							
Total																
									80		48					

ANNEXURE B: CORE COMPETENCY FRAMEWORK

Clusters	Leading Competencies	Competency Definition	Weighting	Score	Final Score	Core Competencies	Competency Definition	Weighting	Score	Final Score
	<u>Strategic Direction and Leadership</u>	Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate	1.67	3	1.00	<u>Moral Competence</u>	Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence	1.67	5	1.67
	<u>People Management</u>	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives	1.67	3	1.00	<u>Planning and Organisation</u>	Able to plan, prioritise and organise information and resources effectively to ensure the quality of service delivery and build efficient contingency plans to manage risk	1.67	3	1.00
	<u>Program and Project Management</u>	Able to understand program and project management methodology, plan, manage, monitor and evaluate specific activities in order to deliver on set objectives	1.67	3	1.00	<u>Analysis and Innovation</u>	Able to critically analyse information, challenges and trends	1.67	3	1.00
Competency Name	<u>Financial Management</u>	Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner	1.67	3	1.00	<u>Knowledge and Information Management</u>	Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government	1.67	3	1.00
	<u>Change Leadership</u>	Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community	1.67	3	1.00	<u>Communication</u>	Able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcomes	1.67	3	1.00
	<u>Governance Leadership</u>	Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships	1.67	3	1.00	<u>Results and Quality Focus</u>	Able to maintain high quality standards, focus and achieving results and objectives while consistently striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives	1.67	3	1.00
TOTAL SCORE	12.69		10.02		6.01			10.02		6.66

SCORE FOR COMPETENCY
3

Strategic Direction and Leadership							
Basic		Competent		Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Understand institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate		Give direction to a team in realising the institution's strategic mandate and set objectives	Yes	Evaluate all activities to determine value and alignment to strategic intent		Structure and position the Institution to local government priorities	
Describe how specific tasks link to institutional strategies but has limited influence in directing a strategy		Has a positive impact and influence on the morale, engagement and participation of team members	Yes	Display in-depth knowledge and understanding of strategic planning		Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework	
Has a basic understanding of institutional performance management, but lacks the ability to integrate systems into a collective whole		Develop action plans to execute and guide strategy	Yes	Align strategy and goals across all functional areas		Hold self accountable for strategy execution and results	
Demonstrate basic understanding of key decision makers		Assist in defining performance measures to monitor the progress and effectiveness of the institution	Yes	Actively define performance measures to monitor the progress and effectiveness of the institution		Provide impact and influence through building and maintaining strategic relationships	
		Displays an awareness of institutional structures and political factors	Yes	Consistently challenge strategic plans to ensure relevance		Create an environment that facilitates loyalty and innovation. Display a superior level of self discipline and integrity in actions	
		Effectively communicate barriers to execution to relevant parties	Yes	Understand institutional structures and political factors, and the consequences of actions		Integrate various systems into a collective whole to optimise institutional performance management	
		Provide guidance to all stakeholders in the achievement of the strategic mandate	Yes	Empower others to follow the strategic direction and deal with complex situations		Uses understanding of competing interests to manoeuvre successfully to a win/win outcome	
		Understand the aim and objectives of the institution and relate it to own work	Yes	Guide the institution through complex and ambiguous concern			
				Use understanding of power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances			

People Management							
Basic		Competent		Advanced		Superior	
Competence	Competent? Yes or No	Competence	Competent? Yes or No	Competence	Competent? Yes or No	Competence	Competent? Yes or No
Participate in team goalsetting and problem solving		Seek opportunities to increase team contribution and responsibility	Yes	Identify ineffective team and work processes and recommend remedial interventions		Develop and incorporate best practice people management processes, approaches and tools across the institution	
Interact and collaborate with people of diverse backgrounds		Respect and support the diverse nature of others and be aware of the benefits of a diverse approach	Yes	Recognise and reward effective and desired behaviour		Foster a culture of discipline, responsibility and accountability	
Aware of guidelines for employee development, but requires support in implementing development initiatives		Effectively delegate tasks and empower others to increase contribution and execute functions optimally	Yes	Provide mentoring and guidance to others in order to increase personal effectiveness		Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution	
		Apply relevant employee legislation fairly and consistently	Yes	Identify development and learning needs within the team		Develop comprehensive integrated strategies and approaches to human capital development and management	
		Effectively identify capacity requirements to fulfill the strategic mandate	Yes	Inspire a culture of performance excellence by giving positive and constructive feedback to the team		Actively identify trends and predict capacity requirements to facilitate unified transition and performance management	
				Achieve agreement or consensus in adversarial environments			
				Lead and unite diverse teams across divisions to achieve institutional objectives			

SCORE FOR COMPETENCY
3

Program and Project Management							
Basic		Competent		Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Initiate projects after approval from higher authorities		Establish broad stakeholder involvement and communicate the project status and key milestones	Yes	Manage multiple programs and balance priorities and conflicts according to institutional goals		Understand and conceptualise the long-term implications of desired project outcomes	
Understand procedures of program and project management methodology, implications and stakeholder involvement		Define the roles and responsibilities of the project team and create clarity around expectations	Yes	Apply effective risk management strategies through impact assessment and resource requirements		Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives	
Understand the rational of projects in relation to the institution's strategic objectives		Find a balance between project deadline and the quality of deliverables	Yes	Modify project scope and budget when required without compromising the quality and objectives of the project		Influence people in positions of authority to implement outcomes of projects	
Document and communicate factors and risk associated with own work		Identify appropriate project resources to facilitate the effective completion of the deliverables	Yes	Involve top-level authorities and relevant stakeholders in seeking project buy-in		Lead and direct translation of policy into workable action plans	
Use results and approaches of successful project implementation as guide		Comply with statutory requirements and apply policies in a consistent manner	Yes	Identify and apply contemporary project management methodology		Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed	
		Monitor progress and use of resources and make needed adjustments to timelines, steps and resource allocation	Yes	Influence and motivate project team to deliver exceptional results			
				Monitor policy implementation and apply procedures to manage risks			

SCORE FOR COMPETENCY
3

Financial Management							
Basic		Competent			Advanced		Superior
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Understand basic financial concepts and methods as they relate to institutional processes and activities		Exhibit knowledge of general financial concepts, planning, budgeting and forecasting and how they interrelate	Yes	Take active ownership of planning, budgeting and forecasting processes and provides credible answers to queries within own responsibility		Develop planning tools to assist in evaluating and monitoring future expenditure trends	
Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems		Assess, identify and manage financial risks	Yes	Prepare budgets that are aligned to the strategic objectives of the Institution		Set budget frameworks for the Institution	
Understand the importance of financial accountability		Assume a cost-saving approach to financial management	Yes	Address complex budgeting and financial management concerns		Set strategic direction for the Institution on expenditure and other financial processes	
Understand the importance of asset control		Prepare financial reports based on specified formats	Yes	Put systems and processes in place to enhance the quality and integrity of financial management practices		Build and nurture partnerships to improve financial management and achieve financial savings	
		Consider and understand the financial implications of decisions and suggestions	Yes	Advise on policies and procedures regarding asset control		Actively identify and implement new methods to improve asset control	
		Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and updated	Yes	Promote National Treasury's regulatory framework for Financial Management		Display professionalism in dealing with financial data and processes	
		Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget	Yes				

SCORE FOR COMPETENCY	3
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SCORE FOR COMPETENCY
3

Change Leadership							
Basic		Competent		Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Display an awareness of change interventions and the benefits of transformation initiatives		Perform an analysis of the change impact on the social, political and economic environment	Yes	Actively monitor change impact and results and convey progress to relevant stakeholders		Sponsor change agents and create a network of change leaders who support the interventions	
Able to identify basic needs for change		Maintain calm and focus during change	Yes	Secure buy-in and sponsorship for change initiatives		Actively adapt current structures and processes to incorporate the change interventions	
Identify gaps between the current and desired state		Able to assist team members during change and keep them focused on the deliverables	Yes	Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness		Mentor and guide team members on the effects of change, resistance factors and how to integrate change	
Identify potential risk and challenges to transformation, including resistance to change factors		Volunteer to lead change efforts outside of own work team	Yes	Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change		Motivate and inspire others around change initiatives	
Participate in change programs and piloting change interventions		Able to gain buy-in and approval for change from relevant stakeholders	Yes	Take the lead in impactful change programs			
Understand the impact of change interventions on the institution within the broader scope of local government		Identify change readiness levels and assist in resolving resistance to change factors	Yes	Benchmark change interventions against best change practices			
		Design change interventions that are aligned with the institution's strategic objectives and goals	Yes	Understand the impact and psychology of change and put remedial interventions in place to facilitate effective transformation			
				Take calculated risk and seek new ideas from best practice scenarios and identify the potential for implementation			

Governance Leadership							
Basic		Competent		Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements		Display a thorough understanding of governance and risk and compliance factors and implement plans to address these	Yes	Able to link risk initiatives into key institutional objectives and drivers		Demonstrate a high level of commitment in complying with governance requirements	
Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders		Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution	Yes	Identify, analyse and measure risk, create valid risk forecasts and map risk profiles		Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework	
Provide input into policy formulation		Actively drive policy formulation within the institution to ensure the achievement of objectives	Yes	Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives		Able to advise local government on risk management, best practice interventions and compliance management	
				Demonstrate a thorough understanding of risk retention plans		Able to forge positive relationships on cooperative governance level to enhance the effectiveness of local government	
				Identify and implement comprehensive risk management systems and processes		Able to shape, direct and drive the formulation of policies on a macro level	
				Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement			

SCORE FOR COMPETENCY	3
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SCORE FOR COMPETENCY
5

Moral Competence							
Basic		Competent			Advanced		Superior
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Realise the impact of acting with integrity, but requires guidance and development in implementing principles		Conduct self in alignment with the values of local government and the institution		Identify, develop and apply measures of self-correction		Create an environment conducive of moral practices	Yes
Follow basic rules and regulations of the institution		Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver		Able to gain trust and respect through aligning actions with commitments		Actively develop and implement measures to combat fraud and corruption	Yes
Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent		Actively report fraudulent activity and corruption with local government		Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders		Set integrity standards and shared accountability measures across the institution to support the objectives of local government	Yes
		Understand and honour the confidential nature of matters without seeking personal gain		Present values, beliefs and ideas that are congruent with the institution's rules and regulations		Take responsibility for own actions and decisions, even if the consequences are unfavourable	Yes
		Able to deal with situations of conflict of interest promptly and in the best interest of local government		Takes an active stance against corruption and dishonesty when noted			
				Actively promote the value of the institution to internal and external stakeholders			
				Able to work in unity with a team and not seek personal gain			
				Apply universal moral principles consistently to achieve moral decisions			

Planning and Organising								
Basic		Competent			Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	
Able to follow basic plans and organise tasks around set objectives		Actively and appropriately organise information and resources required for a task	Yes	Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities and assign appropriate resources for successful implementation		Focus on broad strategies and initiatives when developing plans and actions		
Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans		Recognise the urgency and importance of tasks	Yes	Identify in advance required stages and actions to complete tasks		Able to protect and forecast short, medium and long term requirements of the institution and local government		
Able to follow existing plans and ensure that objectives are met		Balance short and long-term plans and goals and incorporate into the team's performance objectives	Yes	Schedule realistic timelines, objectives and milestones for tasks and projects		Translate policy into relevant projects to facilitate the achievement of institutional objectives		
Focus on short-term objectives in developing plans and actions		Schedule tasks to ensure they are performed within budget and with efficient use of time and resources	Yes	Produce clear, detailed and comprehensive plans to achieve institutional objectives				
Arrange information and resources required for a task, but require further structure and organisation		Measures progress and monitor performance results	Yes	Identify possible risk factors and design and implement appropriate contingency plans				
				Adapt plans in light of changing circumstances				
				Prioritise tasks and projects according to their relevant urgency and importance				

SCORE FOR COMPETENCY	3
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SCORE FOR COMPETENCY	3
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Analysis and Innovation								
Basic		Competent			Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	
Understand the basic operation of analysis, but lack detail and thoroughness		Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations	Yes	Coaches team members on analytical and innovative approaches and techniques		Demonstrate complex analytical and problem solving approaches and techniques		
Able to balance independent analysis with requesting assistance from others		Demonstrate objectivity, insight and thoroughness when analysing problems	Yes	Engage with appropriate individuals in analysing and resolving complex problems		Create an environment conducive to analytical and fact-based problem solving		
Recommend new ways to perform tasks within own function		Able to break down complex problems into manageable parts and identify solutions	Yes	Identify solutions on various areas in the institution		Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence		
Propose simple remedial interventions that marginally challenges the status quo		Consult internal and external stakeholders on opportunities to improve processes and service delivery	Yes	Formulate and implement new ideas throughout the institution		Create an environment that fosters innovative thinking and follows a learning organisation approach		
Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking		Clearly communicate the benefits of new opportunities and innovative solutions and stakeholders	Yes	Able to gain approval and buy-in for proposed interventions from relevant stakeholders		Be a thought leader on innovative customer service delivery and process optimisation		
		Continuously identify opportunities to enhance internal processes	Yes	Identify trends and best practices in process and service delivery and propose institutional application		Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences		
		Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention	Yes	Continuously engage in research to identify client needs				

Knowledge and Information Management								
Basic		Competent			Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	
Collect, categorise and track relevant information required for specific tasks and projects		Use appropriate information systems and technology to manage institutional knowledge and information sharing	Yes	Effectively predict future information and knowledge management requirements and systems		Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information		
Analyse and interpret information to draw conclusions		Evaluate data from various sources and use information effectively to influence decisions and provide solutions	Yes	Develop standards and processes to meet future knowledge management needs		Establish partnerships across local government to facilitate knowledge management		
Seek new sources of information to increase the knowledge base		Actively create mechanisms and structures for sharing information	Yes	Share and promote best-practice knowledge management across various institutions		Demonstrate a mature approach		
Regularly share information and knowledge with internal stakeholders and team members		Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency	Yes	Establish accurate measures and monitoring systems for knowledge and information management		Recognise and exploit knowledge points in interactions with internal and external stakeholders		
				Create a culture conducive of learning and knowledge sharing				
				Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches				

SCORE FOR COMPETENCY	3
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Communication							
Basic		Competent		Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilizing such tools		Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating	Yes	Effectively communicate high-risk and sensitive matters to relevant stakeholders		Regarded as a specialist in negotiations and representing the institution	
Express ideas in a clear and focused manner, but does not always take the audience into consideration		Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs	Yes	Develop a well-defined communication strategy		Able to inspire and motivate others through positive communication that is impactful and relevant	
Disseminate and convey information and knowledge adequately		Adapt communication content and style to suit the audience and facilitate optimal information transfer	Yes	Balance political perspectives with institutional needs when communicating viewpoints on complex issues		Creates an environment conducive to transparent and productive communication and critical appreciate conversations	
		Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders	Yes	Able to effectively direct negotiations around complex		Able to coordinate negotiations at different levels within local government and externally	
		Compils clear, focused, concise and well-structured written documents	Yes	Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution			
				Able to communicate with the media with high levels of moral competence and discipline			

SCORE FOR COMPETENCY	3
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SCORE FOR COMPETENCY
3

Results and Quality Focus							
Basic		Competent		Advanced		Superior	
Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No	Achievement Levels	Competent? Yes or No
Understand quality of work but requires guidance in attending to important matters		Focus on high-priority actions and does not become distracted by lower priority activities	Yes	Consistently verify own standards and outcomes to ensure quality output		Coach and guide others to exceed quality standards and results	
Show a basic commitment to achieving the correct results		Display firm commitment and pride in achieving the correct results	Yes	Focus on the end result and avoids being distracted		Develop challenging, client-focused goals and sets high standards for personal performance	
Produce the minimum level of results required in the role		Set quality standards and design processes and tasks around achieving set standards	Yes	Demonstrate a determined and committed approach to achieving results and quality standards		Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required	
Produce outcomes that is of a good standard		Produce output of high quality	Yes	Follow task and projects through to completion		Work with team to set ambitious and challenging team goals, communicating long- and short term expectations	
Focus on the quantity of output but requires development in incorporating the quality of work		Able to balance the quantity and quality and quality of results in order to achieve objectives	Yes	Set challenging goals and objectives to self and team and display commitment to achieving expectations		Take appropriate risks to accomplish goals	
Produce quality work in general circumstances, but fails to meet expectation when under pressure		Monitors progress, quality of work and use of resources; provide status updates and make adjustments as needed	Yes	Maintain a focus on quality outputs when placed under pressure		Overcome setbacks and adjust action plans to realise goals	
				Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution		Focus people on critical activities that yield a high impact	