

## Performance Plan

**Executive Director: Strategy, Economic Development and Planning Services**

**The Performance Plan sets out:**

- a) Key Performance Areas that the employee should focus on, performance objectives, key performance indicators and targets that must be met within a specific timeframe; and
- b) The Competencies required from employees prescribed in the Regulations on the appointment and conditions of employment of senior managers, R21 of 2014.

## KEY PERFORMANCE INDICATORS

The key performance areas, the performance objectives, key performance indicators and targets that must be met within the agreed timeframe are described below. The assessment of these performance indicators will account for **eighty percent** of the total employee assessment score.

| Ref  | Strategic Objective   | National KPA  | Key Performance Indicator (KPI)  | Unit of Measurement  | Baseline            | Targets |     |     |     | Weight |
|--|---|---|--|--|---------------------|---------|-----|-----|-----|--------|
|  |   |   |  |  |                     | Q1      | Q2  | Q3  | Q4  |        |
| <b>Operational Performance of Directorate (Departmental SDBIP)</b> |   |   |  |  |                     |         |     |     |     |        |
| SDBIP Graph  | Economic Growth through promoting Sol Plaatje Municipality as an economic hub | Local Economic Development                            | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Urban Planning       | 90% of the KPI's of the Sub-Directorate have been met as per Ignite Dashboard report | Previously Measured | 90%     | 90% | 90% | 90% | 2      |
| SDBIP Graph  | Economic Growth through promoting Sol Plaatje Municipality as an economic hub | Local Economic Development                            | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Properties           | 90% of the KPI's of the Sub-Directorate have been met as per Ignite Dashboard report | Previously Measured | 90%     | 90% | 90% | 90% | 2      |
| SDBIP Graph  | Improved Service Delivery   | Basic Service Delivery and Infrastructure Development | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: GURP                 | 90% of the KPI's of the Sub-Directorate have been met as per Ignite Dashboard report | Previously Measured | 90%     | 90% | 90% | 90% | 2      |
| SDBIP Graph  | Economic Growth through promoting Sol Plaatje Municipality as an economic hub | Local Economic Development                            | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: LED Unit             | 90% of the KPI's of the Sub-Directorate have been met as per Ignite Dashboard report | Previously Measured | 90%     | 90% | 90% | 90% | 2      |
| SDBIP Graph  | Economic Growth through promoting Sol Plaatje Municipality as an economic hub | Local Economic Development                            | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Fresh Product Market | 90% of the KPI's of the Sub-Directorate have been met as per Ignite Dashboard report | Previously Measured | 90%     | 90% | 90% | 90% | 2      |

## Annexure A

2024/25

| Ref  | Strategic Objective        | National KPA  | Key Performance Indicator (KPI)   | Unit of Measurement                                      | Targets  |    |    |    | Weight       |
|--|----------------------------|---|---|--|----------|----|----|----|--------------|
|  |                            |   |   |  | Baseline | Q1 | Q2 | Q3 |              |
| <b>Strategic Performance (Top Layer SDBIP)</b> |                            |   |   |  |          |    |    |    |              |
| TL2  | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | To process 80% category 1 land-use applications received until 30 April through Municipal Planning Tribunal by 30 June 2025   | % of category 1 land use applications processed          | 89.80%   | 0% | 0% | 0% | 80% <i>4</i> |
| TL3  | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Number of processed building plans received before 1 July 2024  | Number of building plans processed                       | 200      | 50 | 50 | 50 | 50 <i>3</i>  |
| TL4  | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Ensuring a response time of 11 weeks for building plans submissions received in the 2024/25 financial year for buildings / architectural buildings less than 500m <sup>2</sup> (number of plans received/ divided by number of weeks to process     | Average response time in weeks to process building plans | 8        | 11 | 11 | 11 | 11 <i>3</i>  |
| TL5  | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Ensuring a response time of 11 weeks for building plans submissions received in the 2024/25 financial year for buildings / architectural buildings greater than 500m <sup>2</sup> (number of plans received / divided by number of weeks to process | Average response time in weeks to process building plans | 11       | 11 | 11 | 11 | 11 <i>3</i>  |

## Annexure A

2024/25

| Ref  | Strategic Objective        | National KPA  | Key Performance Indicator (KPI)   | Unit of Measurement                                  | Targets |    |      |    | Weight |
|------|----------------------------|---|---|--|---------|----|------|----|--------|
|      |                            |   |   |  | Q1      | Q2 | Q3   | Q4 |        |
| TL6  | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Number of SMMEs supported through the implementation of the business incubation programme | Number of developmental programmes provided to SMMEs | 13      | 3  | 3    | 2  | 2      |
| TL7  | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Number of events planned and surveyed by 30 June 2025                                     | Number of events planned and surveyed                | 1533    | 0  | 0    | 0  | 1700   |
| TL55 | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Number of marketing and promotion of tourist attractions conducted annually               | Number of programmes conducted                       | 0       | 1  | 1    | 1  | 3      |
| TL56 | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Number of tourist signage upgraded by 30 June 2025  | Number of signs upgraded                             | 0       | 0  | 10   | 0  | 0      |
| TL57 | Local Economic Development | Economic growth through promoting Sol Plaatje Municipality as an economic hub | Percentage completion for the upgrading of the train by 30 June 2025                      | % Completion as the annual project plan              | 0%      | 0% | 100% | 0% | 0%     |

## Annexure A

2024/25

| Ref  | Strategic Objective   | National KPA   | Key Performance Indicator (KPI)  | Unit of Measurement   | Baseline | Targets |      |      |      | Weight |
|--|---|--|--|---|----------|---------|------|------|------|--------|
|  |   |  |  |   |          | Q1      | Q2   | Q3   | Q4   |        |
| <b>Managerial Performance (Departmental SDBIP)</b> |   |  |  |   |          |         |      |      |      |        |
| D423   | To provide a basis for sustainable municipal performance improvement          | Municipal Transformation and Institutional Development | Implement Council resolutions within the required timeframes   | % of Council resolutions implemented                          | 95%      | 95%     | 95%  | 95%  | 95%  | 3      |
| D424   | Good, clean and Transparent Governance and Public Participation               | Good Governance and Public Participation               | Implement corrective measures as identified in internal audit reports to reduce risk areas   | % of issues raised and proposed corrective measures rectified | 95%      | 95%     | 95%  | 95%  | 95%  | 3      |
| D425   | Good, clean and Transparent Governance and Public Participation               | Good Governance and Public Participation               | Manage risks identified for the Directorate and implement corrective measures to reduce risk areas and protect the municipality against legal actions and submit quarterly reports to the Manager: Risk Management | Number of risk management reports submitted                   | 4        | 1       | 1    | 1    | 1    | 3      |
| D426   | Establishment of Healthy Financial Management                                 | Municipal Financial Viability and Management           | 100% of the grant funding spent in accordance with the transfer payment agreement  | % of grant funding spent                                      | 100%     | 15%     | 40%  | 75%  | 100% | 3      |
| D427   | Economic Growth through promoting Sol Plaatje Municipality as an economic hub | Local Economic Development                             | Submit departmental evaluation report of bid to SCM within 15 working days from closing date of the bid (excl Consulting engineers)  | % submitted   | 100%     | 100%    | 100% | 100% | 100% | 3      |

## Annexure A

2024/25

| Ref  | Strategic Objective  | National KPA   | Key Performance Indicator (KPI)  | Unit of Measurement   | Targets  |      |    |    | Weight |   |
|------|--|--|--|---|----------|------|----|----|--------|---|
|      |  |  |  |   | Baseline | Q1   | Q2 | Q3 | Q4     |   |
| D428 | Establishment of Healthy Financial Management                        | Municipal Financial Viability and Management           | Submit funding motivations to external sources and funders to enhance municipal revenue                                  | Number of funding motivations submitted to external sources and funders | 2        | 0    | 1  | 0  | 1      | 3 |
| D429 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Submit Health and Safety reports of the department on a quarterly basis  | Number of reports submitted   | 4        | 1    | 1  | 1  | 1      | 3 |
| D430 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Hold monthly departmental Health and Safety meetings   | Number of meetings held   | 10       | 3    | 2  | 2  | 3      | 3 |
| D431 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Evaluate all identified personnel in terms of the performance management system  | Number of formal evaluations completed                                  | 2        | 0    | 1  | 1  | 0      | 3 |
| D432 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Hold monthly meetings with line managers and submit copies of the minutes to the Municipal Manager                       | Number of meetings and copies of minutes submitted                      | 10       | 3    | 2  | 2  | 3      | 3 |
| D433 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Develop and sign performance agreements and performance development plans with all identified personnel before 31 August | % signed agreements and development plans (Aug)                         | 100%     | 100% | 0  | 0  | 0      | 3 |

## Annexure A

2024/25

| Ref  | Strategic Objective  | National KPA   | Key Performance Indicator (KPI)   | Unit of Measurement  | Baseline | Targets |    |    |     | Weight |
|------|--|--|---|--|----------|---------|----|----|-----|--------|
|      |  |  |   |  |          | Q1      | Q2 | Q3 | Q4  |        |
| D434 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Liaise with the portfolio Councillor/ committee on a monthly basis to ensure the overall performance of the municipality  | Number of meetings with the Portfolio Councillor / Committee | 10       | 3       | 2  | 2  | 3   | 2      |
| D435 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Visit outside departmental operational units  | Number of departmental operational units visited             | 3        | 1       | 1  | 0  | 1   | 2      |
| D436 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Achieve 33% compliance with the EAP target for the municipality by promoting gender transformation, increase women representation from entry level to senior management level by 30 June 2025 | % Compliance achieved  | 33%      | 0       | 0  | 0  | 33% | 2      |
| D437 | To provide a basis for sustainable municipal performance improvement | Municipal Transformation and Institutional Development | Monthly review SDBIP updates of departments prior to closure of the system  | Number of reviews conducted                                  | 12       | 3       | 3  | 3  | 3   | 2      |

**COMPETENCIES**

The competencies required from employees prescribed in the Regulations on the appointment and conditions of employment of senior managers, R21 of 2014. The assessment of these competencies will account for **twenty percent** of the total employee assessment score.

Annexure B describes the different achievement levels for each Competency and should therefore form part of this section of the Performance Plan.

| Competency                         | Definition  | Weight |
|------------------------------------|---|--------|
| LEADING COMPETENCIES               |   |        |
| Strategic direction and leadership | <p>Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate. It includes:</p> <ul style="list-style-type: none"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>   | 1.67   |
| People management                  | <p>Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives. It includes:</p> <ul style="list-style-type: none"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>  | 1.67   |
| Programme and project management   | <p>Able to understand program and project management methodology, plan, manage, monitor and evaluate specific activities in order to deliver on set objectives. It includes:</p> <ul style="list-style-type: none"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>  | 1.67   |
| Financial management               | <p>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. It includes:</p> <ul style="list-style-type: none"> <li>• Budget planning and execution</li> <li>• Financial strategy and delivery</li> <li>• Financial reporting and delivery</li> </ul> | 1.67   |

NL  
B

**Annexure A**

2024/25

| <b>Competency</b>                    | <b>Definition</b>  | <b>Weight</b> |
|--------------------------------------|--|---------------|
| Change leadership                    | <p>Able to direct and initiate transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community. It includes:</p> <ul style="list-style-type: none"> <li>• Change vision and strategy</li> <li>• Process design and improvement</li> <li>• Change impact monitoring and evaluation</li> </ul>  | 1.67          |
| Governance leadership                | <p>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. It includes:</p> <ul style="list-style-type: none"> <li>• Policy formulation</li> <li>• Risk and compliance management</li> <li>• Cooperative governance</li> </ul> | 1.67          |
| <b>CORE COMPETENCIES</b>             |  |               |
| Moral competence                     | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and display behaviour that reflects moral competence.   | 1.67          |
| Planning and organising              | 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          |
| Analysis and innovation              | Able to critically analyse information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives.   | 1.67          |
| Knowledge and information management | 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          |
| Communication                        | 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 outcome.   | 1.67          |
| Results and quality focus            | Able to maintain high quality standards, focus on achieving results and objectives while consistency 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          |
| <b>TOTAL</b>                         | <b>20</b>  |               |

## Competency Framework

| ACHIEVEMENT LEVELS  |  |   |  |
|---|--|---|--|
| Cluster   | Competency Name  | Leading Competencies  | Competency Definition  |
| • Understands institutional and departmental mandates to deliver on the strategic institutional mandate | Competency Definition  | Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate                                  | Competency Name  |
| • Give direction to a team in realising the strategic alignment to local government priorities          | Strategic leadership and set objectives, but lacks the ability to inspire others to achieve set mandates   | Has a positive impact and influence on the strategic alignment of strategic objectives, but lacks the ability to inspire others to achieve set mandates           | Strategic leadership and set objectives, but lacks the ability to inspire others to achieve set mandates                     |
| • Evaluate all activities to structure and position the institution to local government priorities      | Institutional knowledge and depth  | Has a positive impact and influence on the strategic alignment of strategic objectives, but lacks the ability to inspire others to achieve set mandates           | Institutional knowledge and depth  |
| • Structure and position the institution to local government priorities                                 | • Align strategy and goals across all functional areas   | Aligns strategy and goals across all functional areas   | • Aligns strategy and goals across all functional areas  |
| • Hold self accountable for strategy execution and results  | • Develop actions plans to define performance measures to monitor the progress and influence building through strategic plans to monitor performance and relevance | Develops actions plans to define performance measures to monitor the progress and influence building through strategic plans to monitor performance and relevance | • Assist in defining implementation strategies of the institution  |
| • Provide impact and maintain strategic relationships   | • Consistently challenge the institution to monitor strategic plans to ensure relevance and maintain strategic relationships                                       | Consistently challenges the institution to monitor strategic plans to ensure relevance and maintain strategic relationships                                       | • Has a basic strategy directing influence in limited but strategic but  |
| • Create an environment that facilitates loyalty and innovation   | • Understands institutional effectiveness of actions and political factors, and the consequences of actions that facilitate loyalty and innovation                 | Understands institutional effectiveness of actions and political factors, and the consequences of actions that facilitate loyalty and innovation                  | • Has a basic management ability to demonstrate a whole systems into a collective stakeholders in the achievement of the aim |
| • Establishes loyalty and innovation  | • Displays an awareness of factors, and political structures and their impact on the institution   | Displays an awareness of factors, and political structures and their impact on the institution  | • Provides guidance to relevant partners to execute institutional structures and barriers to overcome                        |
| • Create an environment that facilitates loyalty and innovation   | • Integrates various systems into a collective whole to optimise performance in actions  | Integrates various systems into a collective whole to optimise performance in actions   | • Provides leadership in the achievement of the aim  |
| • Establishes loyalty and innovation  | • Establishes various systems into a collective whole to optimise performance in actions   | Establishes various systems into a collective whole to optimise performance in actions  | • Understands the aims and objectives of the institution and relate it to own work   |
| • Establishes loyalty and innovation  | • Develops complex and through communication and collaboration to follow up on actions   | Develops complex and through communication and collaboration to follow up on actions  | • Understands the aims and objectives of the institution and relate it to own work   |
| • Establishes loyalty and innovation  | • Guides the institution to overcome barriers to follow up on actions  | Guides the institution to overcome barriers to follow up on actions   | • Understands the aims and objectives of the institution and relate it to own work   |
| • Establishes loyalty and innovation  | • Provides leadership in the achievement of the aim  | Provides leadership in the achievement of the aim   | • Understands the aims and objectives of the institution and relate it to own work   |

| Ciuister  |  | Competency Name  |  | Competency Definition   |  | Achievement Levels   |  | Basic  |   |
|---|--|--|--|---|--|--|--|--|---|
| Competency Name   |  | Leading Competencies   |  | People Management   |  | Competent  |  | Superior   |   |
| Participate in team goal-setting  | Seek opportunities to increase team contribution and responsibility  | Identify ineffective team communication and remedial processes                             | Develop best incorporate people management             | Respect and support the diverse nature of others and be aware of the benefits of a diverse approach | Provide mentoring and guidance to others in order to increase personal effectiveness | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Solve problems  | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Interact with diverse people  | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Collaborate with diverse people   | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Aware of backgrounds  | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Understand individual differences   | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Impact of diversity   | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Develop a culture of accountability and responsibility  | Increase team communication and responsibility                       | Recognise and reward effective behavior and reward processes, tools across the institution | Develop a culture of accountability and responsibility | Others and be aware of the diverse nature of a diverse approach                                     | Mentoring and guidance to others in order to increase personal effectiveness         | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |
| Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives | Seek opportunities to increase team communication and responsibility | Identify ineffective team communication and remedial processes                             | Develop best incorporate people management             | Respect and support the diverse nature of others and be aware of the benefits of a diverse approach | Provide mentoring and guidance to others in order to increase personal effectiveness | Effectively delegate tasks and empower others to increase personal effectiveness | Build a work environment conducive to sharing, innovation, and professional behavior | Facilitate team goal-setting and problem-solving | but requires employee development, implementation, and support in initiatives |

| ACHIEVEMENT LEVELS   |                                |   |            |
|--|--------------------------------|---|------------|
| Cluster  | Competency Name                | Leading Competencies  | Basic      |
| • Initiate Projects after Approval from Higher Authorities | Program and Project Management | • Manage multiple stakeholders broad and programs and balance priorities and conflicts the long-term implications and conceptualise multiple after approval | • ADVANCED |
| • Understand Programmes of Desired Outcomes                | Management Methodology         | • Define the roles and responsibilities of key milestones to aligning institutional goals to desired outcomes a management methodology                      | • SUPERIOR |
| • Understand Stakeholders and their Conflicts              | Project Management             | • Define the roles and responsibilities of key milestones to aligning institutional goals to desired outcomes a management methodology                      | • SUPERIOR |
| • Deliver on Set Objectives                                | Competency Definition          | able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives | • BASIC    |

  

|  |                                |   |            |
|--|--------------------------------|---|------------|
| Competency Name  | Leading Competencies           | ADVANCED  | SUPERIOR   |
| • Initiate Projects after Approval from Higher Authorities | Program and Project Management | • Manage multiple stakeholders broad and programs and balance priorities and conflicts the long-term implications and conceptualise multiple after approval | • SUPERIOR |
| • Understand Programmes of Desired Outcomes                | Management Methodology         | • Define the roles and responsibilities of key milestones to aligning institutional goals to desired outcomes a management methodology                      | • SUPERIOR |
| • Understand Stakeholders and their Conflicts              | Project Management             | • Define the roles and responsibilities of key milestones to aligning institutional goals to desired outcomes a management methodology                      | • SUPERIOR |
| • Deliver on Set Objectives                                | Competency Definition          | able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives | • BASIC    |

  

|  |                                |   |            |
|--|--------------------------------|---|------------|
| Competency Name  | Leading Competencies           | ADVANCED  | SUPERIOR   |
| • Initiate Projects after Approval from Higher Authorities | Program and Project Management | • Manage multiple stakeholders broad and programs and balance priorities and conflicts the long-term implications and conceptualise multiple after approval | • SUPERIOR |
| • Understand Programmes of Desired Outcomes                | Management Methodology         | • Define the roles and responsibilities of key milestones to aligning institutional goals to desired outcomes a management methodology                      | • SUPERIOR |
| • Understand Stakeholders and their Conflicts              | Project Management             | • Define the roles and responsibilities of key milestones to aligning institutional goals to desired outcomes a management methodology                      | • SUPERIOR |
| • Deliver on Set Objectives                                | Competency Definition          | able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives | • BASIC    |

| Competency Name         | Cluster                | Competency Description   | Basic   | Competency Levels   | Superior   |
|-------------------------|------------------------|--|---|---|--|
| Financial Management    | Competency Definition  | to ensure that all financial transactions are managed in an ethical manner   | • 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 develop planning tools to assist in evaluating and monitoring future expenditure trends | • Assess, identify and manage financial risks and provide credible answers to the institution for the framework for the institution on the strategic budgeting process that aligns to the strategic objectives of the institution for the preparation of financial reports based on financial implications and consequences of financial management | • Set strategic frameworks for the institution on the institution's own responsibilities to prepare budgets that align to the strategic budgeting process that aligns to the strategic objectives of the institution for the preparation of financial reports based on financial implications and consequences of financial management |
| Leadership Competencies | Competency Description | institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to develop planning tools to assist in evaluating and monitoring future expenditure trends | • Develop planning tools to assist in evaluating and monitoring future expenditure trends   | • Take active ownership of concepts, planning, budgeting, and forecasting processes and relate to financial management and administration   | • Develop basic financial concepts and methods to they relate to financial management and administration   |
| Financial Basic         | Competency Description | they relate to financial management and administration   | • Develop planning tools to assist in evaluating and monitoring future expenditure trends   | • Take active ownership of concepts, planning, budgeting, and forecasting processes and relate to financial management and administration   | • Develop basic financial concepts and methods to they relate to financial management and administration   |





| Competency Name       |  | Core Competencies  |   | Achievement Levels |          |
|-----------------------|--|--|---|--------------------|----------|
| Competency Definition |  | Impact of Conducting Self-inquiry  |   | Basic              |          |
| Competency Name       | Moral Competence   | • Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behavior that reflects moral competence              | • Create an environment conducive of self-correction  | SUPERIOR           | ADVANCED |
| Competency Definition | Ability to identify moral triggers, apply reasoning that promotes honesty and integrity moral triggers, apply reasoning that promotes honesty and integrity and consistently display behavior that reflects moral competence | • Conduct self-inquiry with the alignment of local values and correction   | • Identify, develop, and apply measures of self-correction  | COMPETENT          | ADVANCED |
| Basic                 | Realistic the impact of acting right, but requires integrity, but develops principles and follows the basic rules and regulations of the institution   | • Able to identify through self-admit own mistakes and weaknesses and seek assistance from others when are transplant and gain the approval of relevant stakeholders | • Make proposals and commitments to combat fraud and corruption and implement measures to set integrity and corruption standards and shared accountability across measures the to support the local government to take responsibility for own actions and decisions, even if the consequences are unfavorable | SUPERIOR           | ADVANCED |
| Advanced              | Develops a deep understanding of moral principles and follows them to identify the basic rules and regulations of the institution  | • Able to identify through self-admit own mistakes and weaknesses and seek assistance from others when are transplant and gain the approval of relevant stakeholders | • Make proposals and commitments to combat fraud and corruption and implement measures to set integrity and corruption standards and shared accountability across measures the to support the local government to take responsibility for own actions and decisions, even if the consequences are unfavorable | COMPETENT          | ADVANCED |
| Superior              | Develops a deep understanding of moral principles and follows them to identify the basic rules and regulations of the institution  | • Able to identify through self-admit own mistakes and weaknesses and seek assistance from others when are transplant and gain the approval of relevant stakeholders | • Make proposals and commitments to combat fraud and corruption and implement measures to set integrity and corruption standards and shared accountability across measures the to support the local government to take responsibility for own actions and decisions, even if the consequences are unfavorable | SUPERIOR           | ADVANCED |

| ACHIEVEMENT LEVELS  |   |   |   |  |
|---|---|---|---|--|
| BASIC   | COMPLEXITY  | ADVANCED  | SUPERIOR  |  |
| Able to follow basic plans and strategies and focus on broad objectives and initiatives when developing plans and resources around set objectives | Able to define institutional objectives, develop information and organisational tasks | Able to define objectives and develop plans and resources when developing plans and resources around set objectives | Able to define objectives and develop plans and resources when developing plans and resources around set objectives | <ul style="list-style-type: none"> <li>Plans to manage risk to ensure the quality of service delivery and build effective client contingencies</li> <li>Plans to manage risk to plan, prioritise and organise information and resources effectively</li> </ul> |
| Competency Name   | Core Competencies   | Planning and Organising   | Competency  | Definition   |
| Cliuster  | Competencies  | Planning and Organising   | Competency  | Definition   |
| Competency  | Planning and Organising   | Competency  | Competency  | Definition   |
|   |   |   |   | Plans to manage risk to ensure the quality of service delivery and build effective client contingencies  |

| Competency Name |   | Achievement Levels   |  | Basic   |   |
|-----------------|---|--|--|---|---|
| Competency      | Description   | Core Competencies  | Advanced   | Competency  | Description   |
| Competency 1    | Able to critically analyze information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives | Analyze and innovate   | Demonstrate logical problem solving approaches   | Understand the basic operation of analysis, but lack detail and thoroughness                          | Understand the basic environment complex problems through lack of detail and thoroughness |
| Competency 2    | Demonstrate analytical and technical skills to solve problems and techniques  | • Demonsstrate team members on analytical and innovative approaches and techniques | • Demonstrate logicaal problem solving approaches  | • Able to balance   | • Able to demonstrate   |
| Competency 3    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Create an environment complex problems through lack of detail and thoroughness   | • Analyse, recommend and monitor trends in key challenges to prevent and manage occurrence | • Create an environment that fosters innovative thinking and follows a learning organization approach | • Propose simple function   |
| Competency 4    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Solve complex problems by breaking them down into manageable areas               | • Able to break down problems and analyse them in various areas of the institution         | • Consult internal and external stakeholders on ideas throughout the institution                      | • Listen to the challenges quo  |
| Competency 5    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Identify problems and propose solutions  | • Able to gain approval and buy-in for proposed service delivery                           | • Clearly communicate opportunities to stakeholders   | • Ideas and perspectives of others and explore opportunities to enhance such thinking     |
| Competency 6    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Identify trends and stakeholder needs  | • Identify trends and stakeholders from relevant best practices in the industry            | • Innovate by communicating best practices in new opportunities to stakeholders                       | • Opportunities to explore others and enhance such thinking                               |
| Competency 7    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Identify opportunities to engage in continuous improvement                       | • Identify opportunities to engage in continuous improvement                               | • Continuously identify opportunities to enhance internal processes                                   | • Opportunities to explore others and enhance such thinking                               |
| Competency 8    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Identify opportunities to engage in continuous improvement                       | • Identify opportunities to engage in continuous improvement                               | • Continuously identify opportunities to enhance internal processes                                   | • Opportunities to explore others and enhance such thinking                               |
| Competency 9    | Understand the basic environment complex problems through lack of detail and thoroughness   | • Identify opportunities to engage in continuous improvement                       | • Identify opportunities to engage in continuous improvement                               | • Continuously identify opportunities to enhance internal processes                                   | • Opportunities to explore others and enhance such thinking                               |
| Competency 10   | Understand the basic environment complex problems through lack of detail and thoroughness   | • Identify opportunities to engage in continuous improvement                       | • Identify opportunities to engage in continuous improvement                               | • Continuously identify opportunities to enhance internal processes                                   | • Opportunities to explore others and enhance such thinking                               |



| Competency Name   |            | Core Competencies |             | Competency Description |                 | Achievement Levels |          | Basic    |       |
|---|------------|-------------------|-------------|------------------------|-----------------|--------------------|----------|----------|-------|
| Cluster   | Competency | Communication     | Information | Relationships          | Problem Solving | Adaptability       | Superior | Advanced | Basic |
| <b>Competency</b>   |            |                   |             |                        |                 |                    |          |          |       |
| 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 outcome | Competence | Communication     | Information | Relationships          | Problem Solving | Adaptability       | Superior | Advanced | Basic |

| ACHIEVEMENT LEVELS  |   |   |   |
|---|---|---|---|
| BASIC   | COMPETENT   | ADVANCED  | SUPERIOR  |
| <ul style="list-style-type: none"> <li>Understand quality of work</li> <li>Focus on high-priority actions and standards to guide others to exceed quality standards</li> <li>Coach and own standards to ensure quality</li> <li>Consistently verify results and outcomes to exceed quality standards</li> <li>Prioritize actions and standards to ensure quality</li> <li>Focus on high-quality Focu</li> </ul> | <ul style="list-style-type: none"> <li>Focus on high-quality standards and outcomes to exceed quality</li> <li>Coach and own standards to ensure quality</li> <li>Consistently verify results and outcomes to exceed quality</li> <li>Prioritize actions and standards to ensure quality</li> <li>Focus on high-quality Focu</li> </ul> | <ul style="list-style-type: none"> <li>Develop focus on the end result and avoid distractions by prioritizing low-priority output</li> <li>Focus on the end result and avoid distractions by prioritizing low-priority output</li> <li>Demonstrate a client-focused approach to achieving results and standards for personal performance</li> <li>Commit to exceeding results and standards for personal performance</li> <li>Set quality standards and design projects around tasks that require the role to complete them through to completion</li> <li>Follow task and process standards and monitor own implementation</li> <li>Work with team members to set ambitious goals and challenges</li> <li>Communicating long-term expectations to stakeholders</li> <li>Take appropriate risks to accomplish goals</li> <li>Overcome obstacles to reach goals</li> <li>Focus people on critical activities that yield a high impact</li> </ul> | <ul style="list-style-type: none"> <li>Develop but quantity of results required to meet expectations</li> <li>Able to balance quantity and quality and team and individual display</li> <li>Objectives to self-improve and maintain a focus on quality outputs</li> <li>Establishing quality standards and systems for work</li> <li>Managing and adjusting action plans to realize responsibilities</li> <li>Tracking, measuring and monitoring activities to adjust actions</li> <li>Assessing work and defining success</li> <li>Evaluating the work of the institution</li> </ul> |
| <b>Competency Definition</b>  |   |   | against identified objectives   |
| Competency Name   | Core Competencies   | Results and Quality Focus   | Further, to actively monitor and measure results and quality expectations and objectives while consistently striving to exceed results and outcomes and encourage others to meet quality standards.   |
| Cluster   | Core Competencies   | Results and Quality Focus   | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and objectives while consistently striving to exceed results and outcomes and encourage others to meet quality standards.   |
| <b>Competency Definition</b>  |   |   | against identified objectives   |
| Competency Name   | Core Competencies   | Results and Quality Focus   | Further, to actively monitor and measure results and quality expectations and objectives while consistently striving to exceed results and outcomes and encourage others to meet quality standards.   |
| Cluster   | Core Competencies   | Results and Quality Focus   | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and objectives while consistently striving to exceed results and outcomes and encourage others to meet quality standards.   |

## Personal Development Plan

| Skills Performance Gap                       | Outcomes Expected | Suggested training and /or development activity | Suggested mode of delivery | Suggested Time Frames | Work opportunity created to practice skill/development area | Support Person                 |
|--|-------------------|---|----------------------------|-----------------------|---|--------------------------------|
| 1. Advanced Management and change management | 2024              | Block attendance                                | Lectures                   | 2023-24               | Improved management   | general<br>Municipal Manager   |
| 2. Development Finance and PPs               | 2025              | Block Attendance                                | Practical                  | 2023-24               | Precinct development implementation                         | Mentor                         |
| 3. Agriculture Agro-processing and Programme | 2024              | Site visits and lectures                        | Lectures                   | 2023-24               | Fresh Produce Market effectiveness                          | Agricultural Economist         |
| 4. through Sustainability change program     | 2025              | Seminars  | Benchmarking               | 2023-24               | Reduction of carbon footprint initiatives                   | SalgaDoE/<br>National Treasury |

Signed and accepted by the Employee

  
Date: 29 July 2024

Signed by Municipal Manager on behalf of the Municipality

  
Date: 24 July 2024