




Competency Framework

Director: Community Services

Director Community Services: _____

Municipal Manager: _____

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Strategic Direction and Leadership	
Provide and direct a vision for the institution and inspire and deploy others to deliver on the strategic institutional mandate.	
ACHIEVEMENT LEVELS	
BASIC (2)	COMPETENT (3)
ADVANCED (4)	SUPERIOR (5)
<ul style="list-style-type: none"> Understand Institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate. Describe how specific tasks link to institutional strategies but has limited influence in directing a strategy. Has a basic understanding of institutional performance management, but lacks the ability to integrate systems into a collective whole. Demonstrate basic understanding of key decision makers. 	<ul style="list-style-type: none"> Give direction to a team in realising the institution's strategic mandate and set objectives. Has a positive impact and influence on the morale, engagement and participation of team members. Develop action plans to execute and guide strategy. Assist in defining performance measures to monitor the progress and effectiveness of the institution. Displays an awareness of institutional structures and political factors. Effectively communicate barriers to execution to relevant parties. Provide guidance to all stakeholders in the achievement of the strategic mandate.
<ul style="list-style-type: none"> Evaluate all activities to determine value and alignment to strategic intent. Display in-depth knowledge and understanding of strategic planning. Align strategy and goals across all functional areas. Actively define performance measures to monitor the progress and effectiveness of the institution. Consistently challenge strategic plans to ensure relevance. Understand institutional structures and political factors, and the consequences of actions. Empower others to follow the strategic direction and deal with complex situations. 	<ul style="list-style-type: none"> Structure and position the institution to local government priorities. Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework. Hold self-accountable for strategy execution and results. Provide impact and influence through building and maintaining strategic relationships. Create an environment that facilitates loyalty and innovation. Display a superior level of self-discipline and integrity in actions. Integrate various systems into a collective whole to optimize institutional performance management. Uses understanding of competing interests to maneuver successfully to a win/win outcome.

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COMPETENCY NAME:	Strategic Direction and Leadership			
COMPETENCY DEFINITION:	Provide and direct a vision for the institution and inspire and deploy others to deliver on the strategic institutional mandate.			
	ACHIEVEMENT LEVELS			
BASIC (2)	COMPETENT (3)	ADVANCED (4)	SUPERIOR (5)	
	<ul style="list-style-type: none"> Understand the aim and objectives of the institution and relate it to own work. 	<ul style="list-style-type: none"> 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. 		

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COMPETENCY NAME: People Management		ACHIEVEMENT LEVELS		
COMPETENCY DEFINITION : Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives.		COMPETENT (3)	ADVANCED (4)	SUPERIOR (5)
<ul style="list-style-type: none"> Participate in team goalsetting and problem solving. 	<ul style="list-style-type: none"> Seek opportunities to increase team contribution and responsibility. 	<ul style="list-style-type: none"> Identify ineffective team and work processes and recommend remedial interventions. 	<ul style="list-style-type: none"> Develop and incorporate best practice people management processes, approaches and tools across the institution. 	
<ul style="list-style-type: none"> Interact and collaborate with people of diverse backgrounds. 	<ul style="list-style-type: none"> Respect and support the diverse nature of others and be aware of the benefits of a diverse approach. 	<ul style="list-style-type: none"> Recognise and reward effective and desired behavior. 	<ul style="list-style-type: none"> Foster a culture of discipline, responsibility and accountability. 	
<ul style="list-style-type: none"> Aware of guidelines for employee development, but requires support in implementing development initiatives. 	<ul style="list-style-type: none"> Effectively delegate tasks and empower others to increase contribution and execute functions optimally. 	<ul style="list-style-type: none"> Provide mentoring and guidance to others in order to increase personal effectiveness. 	<ul style="list-style-type: none"> Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution. 	
	<ul style="list-style-type: none"> Apply relevant employee legislation fairly and consistently. 	<ul style="list-style-type: none"> Identify development and learning needs within the team. 	<ul style="list-style-type: none"> Develop comprehensive integrated strategies and approaches to human capital development and management. 	
	<ul style="list-style-type: none"> Effectively identify capacity requirements to fulfill the strategic mandate. 	<ul style="list-style-type: none"> Inspire a culture of performance excellence by giving positive and constructive feedback to the team. Achieve agreement or consensus in adversarial environments. Lead and unite diverse teams across divisions to achieve institutional objectives. 	<ul style="list-style-type: none"> Actively identify trends and predict capacity requirements to facilitate unified transition and performance management. 	

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Program and Project Management	
Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives.	
ACHIEVEMENT LEVELS	
BASIC (2)	SUPERIOR (5)
<p>COMPETENCY NAME:</p> <p>COMPETENCY DEFINITION :</p> <ul style="list-style-type: none"> Initiate projects after approval from higher authorities. Understand procedures of program and project management methodology, implications and stakeholder involvement. Understand the rational of projects in relation to the institution's strategic objectives. Document and communicate factors and risk associated with own work. 	<p>ADVANCED (4)</p> <ul style="list-style-type: none"> Manage multiple programs and balance priorities and conflicts according to institutional goals. Apply effective risk management strategies through impact assessment and resource requirements. Modify project scope and budget when required without compromising the quality and objectives of the project. Involve top-level authorities and relevant stakeholders in seeking project buy-in.
<p>COMPETENT (3)</p> <ul style="list-style-type: none"> Establish broad stakeholder involvement and communicate the project status and key milestones. Define the roles and responsibilities of the project team and create clarity around expectations. Find a balance between project deadline and the quality of deliverables. Identify appropriate project resources to facilitate the effective completion of the deliverables. 	<p>SUPERIOR (5)</p> <ul style="list-style-type: none"> Understand and conceptualize the long-term implications of desired project outcomes. Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realize institutional objectives. Influence people in positions of authority to implement outcomes of projects Lead and direct translation of policy into workable action plans

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<ul style="list-style-type: none">• Use results and approaches of successful project implementation as guide.	<ul style="list-style-type: none">• Comply with statutory requirements and apply policies in a consistent manner.• Monitor progress and use of resources and make needed adjustments to timelines, steps and resource allocation.	<ul style="list-style-type: none">• Identify and apply contemporary project management methodology• Influence and motivate project team to deliver exceptional results.• Monitor policy implementation and apply procedures to manage risks.	<ul style="list-style-type: none">• Ensures that programs are monitored to track progress and optimal resource utilization, and that adjustments are made as needed.
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Change Leadership	
COMPETENCY NAME:	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.
COMPETENCY DEFINITION :	
ACHIEVEMENT LEVELS	
BASIC (2)	COMPETENT (3)
<ul style="list-style-type: none"> • Display an awareness of change interventions and the benefits of transformation initiatives. • Able to identify basic needs for change. • Identify gaps between the current and desired state. • Identify potential risk and challenges to transformation, including resistance to change factors. • Participate in change programs and piloting change interventions. • Understand the impact of change interventions on the institution within the broader scope of local government. 	<ul style="list-style-type: none"> • Perform an analysis of the change impact on the social, political and economic environment. • Maintain calm and focus during change. • Able to assist team members during change and keep them focused on the deliverables. • Volunteer to lead change efforts outside of own work team. • Able to gain buy-in and approval for change from relevant stakeholders. • Identify change readiness levels and assist in resolving resistance to change factors. • Design change interventions that are aligned with the institution's strategic objectives and goals.
	ADVANCED (4)
	SUPERIOR (5)
	<ul style="list-style-type: none"> • Sponsor change agents and create a network of change leaders who support the interventions. • Actively adapt current structures and processes to incorporate the change interventions. • Mentor and guide team members on the effects of change, resistance factors and how to integrate change. • Motivate and inspire others around change initiatives.
	<ul style="list-style-type: none"> • Actively monitor change impact and results and convey progress to relevant stakeholders. • Secure buy-in and sponsorship for change initiatives. • Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness. • Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change. • Take the lead in impactful change programs. • Benchmark change interventions against best change practices. • 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.

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Governance Leadership	
COMPETENCY NAME:	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 conceptualization of relevant policies and enhance cooperative governance relationships.
ACHIEVEMENT LEVELS	
BASIC (2)	ADVANCED (4)
<ul style="list-style-type: none"> • Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements. • Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders. • Provide input into policy formulation. 	<ul style="list-style-type: none"> • Able to link risk initiatives into key institutional objectives and drivers. • Identify, analyse and measure risk, create valid risk forecasts and map risk profiles. • Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives. • Demonstrate a thorough understanding of risk retention plans.
COMPETENT (3)	SUPERIOR (5)
<ul style="list-style-type: none"> • Display a thorough understanding of governance and risk and compliance factors and implement plans to address these. • Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution. • Actively drive policy formulation within the institution to ensure the achievement of objectives. 	<ul style="list-style-type: none"> • Demonstrate a high level of commitment in complying with governance requirements. • Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework. • Able to advise local government on risk management, best practice interventions and compliance management. • Able to forge positive relationships on cooperative governance level to enhance the effectiveness of local government.

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COMPETENCY NAME:	Governance Leadership		
COMPETENCY DEFINITION:	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 conceptualization of relevant policies and enhance cooperative governance relationships.		
	ACHIEVEMENT LEVELS		
BASIC (2)	COMPETENT (3)	ADVANCED (4)	SUPERIOR (5)
		<ul style="list-style-type: none"> Identify and implement comprehensive risk management systems and processes. Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement. 	<ul style="list-style-type: none"> Able to shape, direct and drive the formulation of policies on a macro level.

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Moral Competence	
Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behavior that reflects moral competence	
ACHIEVEMENT LEVELS	
BASIC (2)	SUPERIOR (5)
<p>COMPETENCY NAME:</p> <p>COMPETENCY DEFINITION :</p> <ul style="list-style-type: none"> Realise the impact of acting with integrity, but requires guidance and development in implementing principles. Follow basic rules and regulations of the institution. Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent. 	<ul style="list-style-type: none"> Create an environment conducive of moral practices. Actively develop and implement measures to combat fraud and corruption. Set integrity standards and shared accountability measures across the institution to support the objectives of local government. Take responsibility for own actions and decisions, even if the consequences are unfavorable.
	<p>ADVANCED (4)</p> <ul style="list-style-type: none"> Identify, develop and apply measures of self-correction. Able to gain trust and respect through aligning actions with commitments. Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders. Present values, beliefs and ideas that are congruent with the institution's rules and regulations.
	<p>COMPETENT (3)</p> <ul style="list-style-type: none"> Conduct self in alignment with the values of local government and the institution. Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver. Actively report fraudulent activity and corruption with local government. Understand and honor the confidential nature of matters without seeking personal gain.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Able to deal with situations of conflict of interest promptly and in the best interest of local government.

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COMPETENCY NAME:		Planning and Organising		
COMPETENCY DEFINITION :		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.		
ACHIEVEMENT LEVELS				
BASIC (2)	COMPETENT (3)	ADVANCED (4)	SUPERIOR (5)	
<ul style="list-style-type: none"> • Able to follow basic plans and organise tasks around set objectives. • Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans. • Able to follow existing plans and ensure that objectives are met. • Focus on short-term objectives in developing plans and action.s • Arrange information and resources required for a task, but require further structure and organization. 	<ul style="list-style-type: none"> • Actively and appropriately organise information and resources required for a task. • Recognise the urgency and importance of tasks. • Balance short and long-term plans and goals and incorporate into the team's performance objectives. • Schedule tasks to ensure they are performed within budget and with efficient use of time and resources. • Measures progress and monitor performance results. 	<ul style="list-style-type: none"> • Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities and assign appropriate resources for successful implementation. • Identify in advance required stages and actions to complete tasks. • Schedule realistic timelines, objectives and milestones for tasks and projects. • Produce clear, detailed and comprehensive plans to achieve institutional objectives. • 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. 	<ul style="list-style-type: none"> • Focus on broad strategies and initiatives when developing plans and actions. • Able to protect and forecast short, medium- and long-term requirements of the institution and local government. • Translate policy into relevant projects to facilitate the achievement of institutional objectives. 	

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Analysis and Innovation		ACHIEVEMENT LEVELS			
COMPETENCY NAME:	COMPETENCY DEFINITION :	BASIC (2)	COMPETENT (3)	ADVANCED (4)	SUPERIOR (5)
	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				
		<ul style="list-style-type: none"> Understand the basic operation of analysis, but lack detail and thoroughness. Able to balance independent analysis with requesting assistance from others. Recommend new ways to perform tasks within own function. Propose simple remedial interventions that marginally challenges the status quo. Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking. 	<ul style="list-style-type: none"> Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations. Demonstrate objectivity, insight and thoroughness when analysing problems. Able to break down complex problems into manageable parts and identify solutions. Consult internal and external stakeholders on opportunities to improve processes and service delivery. Clearly communicate the benefits of new opportunities and innovative solutions and stakeholders. Continuously identify opportunities to enhance internal processes. Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention. 	<ul style="list-style-type: none"> Coaches team members on analytical and innovative approaches and techniques. Engage with appropriate individuals in analysing and resolving complex problems. Identify solutions on various areas in the institution. Formulate and implement new ideas throughout the institution. Able to gain approval and buy-in for proposed interventions from relevant stakeholders. Identify trends and best practices in process and service delivery and propose institutional application. Continuously engage in research to identify client needs. 	<ul style="list-style-type: none"> Demonstrate complex analytical and problem solving approaches and techniques. Create an environment conducive to analytical and fact-based problem solving. Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence. Create an environment that fosters innovative thinking and follows a learning organisation approach. Be a thought leader on innovative customer service delivery and process optimization. Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences.

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Knowledge and Information Management	
COMPETENCY NAME:	Knowledge and Information Management
COMPETENCY DEFINITION :	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
ACHIEVEMENT LEVELS	
BASIC (2)	COMPETENT (3)
<ul style="list-style-type: none"> Collect, categorise and track relevant information required for specific tasks and projects. Analyse and interpret information to draw conclusions. Seek new sources of information to increase the knowledge base. Regularly share information and knowledge with internal stakeholders and team members. 	<ul style="list-style-type: none"> Use appropriate information systems and technology to manage institutional knowledge and information sharing. Evaluate data from various sources and use information effectively to influence decisions and provide solutions. Actively create mechanisms and structures for sharing information.
	ADVANCED (4)
	SUPERIOR (5)
	<ul style="list-style-type: none"> Effectively predict future information and knowledge management requirements and systems. Develop standards and processes to meet future knowledge management needs. Share and promote best-practice knowledge management across various institutions. Establish accurate measures and monitoring systems for knowledge and information management. 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.
	<ul style="list-style-type: none"> Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information. Establish partnerships across local government to facilitate knowledge management. Demonstrate a mature approach. Recognise and exploit knowledge points in interactions with internal and external stakeholders.

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COMPETENCY NAME:	Communication
COMPETENCY DEFINITION :	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.
ACHIEVEMENT LEVELS	
BASIC (2)	COMPETENT (3)
<ul style="list-style-type: none"> Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools. Express ideas in a clear and focused manner, but does not always take the audience into consideration. Disseminate and convey information and knowledge adequately. 	<ul style="list-style-type: none"> Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating. Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs. Adapt communication content and style to suit the audience and facilitate optimal information transfer. Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders. Compile clear, focused, concise and well-structured written documents.
	ADVANCED (4)
	<ul style="list-style-type: none"> Effectively communicate high-risk and sensitive matters to relevant stakeholders. Develop a well-defined communication strategy. Balance political perspectives with institutional needs when communicating viewpoints on complex issues. Able to effectively direct negotiations around complex. 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.
	SUPERIOR (5)
	<ul style="list-style-type: none"> Regarded as a specialist in negotiations and representing the institution. Able to inspire and motivate others through positive communication that is impactful and relevant. Creates an environment conducive to transparent and productive communication and critical appreciate conversations. Able to coordinate negotiations at different levels within local government and externally.

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Results and Quality Focus	
COMPETENCY NAME:	Able to maintain high quality standards, focus on 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.
ACHIEVEMENT LEVELS	
BASIC (2)	ADVANCED (4)
COMPETENT (3)	SUPERIOR (5)
<ul style="list-style-type: none"> Understand quality of work but requires guidance in attending to important matters. Show a basic commitment to achieving the correct results. Produce the minimum level of results required in the role. Produce outcomes that is of a good standard. Focus on the quantity of output but requires development in incorporating the quality of work. Produce quality work in general circumstances, but fails to meet expectation when under pressure. 	<ul style="list-style-type: none"> Consistently verify own standards and outcomes to ensure quality output. Focus on the end result and avoids being distracted Demonstrate a determined and committed approach to achieving results and quality standards. Follow task and projects through to completion. Set challenging goals and objectives to self and team and display commitment to achieving expectations. Maintain a focus on quality outputs when placed under pressure. Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and
<ul style="list-style-type: none"> Focus on high-priority actions and does not become distracted by lower-priority activities. Display firm commitment and pride in achieving the correct results. Set quality standards and design processes and tasks around achieving set standards. Produce output of high quality. Able to balance the quantity and quality and quality of results in order to achieve objectives. Monitors progress, quality of work and use of resources; provide status updates and make adjustments as needed. 	<ul style="list-style-type: none"> Coach and guide others to exceed quality standards and results. Develop challenging, client-focused goals and sets high standards for personal performance. Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required. Work with team to set ambitious and challenging team goals, communicating long- and short-term expectations. Take appropriate risks to accomplish goals. Overcome setbacks and adjust action plans to realise goals. Focus people on critical activities that yield a high impact.

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COMPETENCY DEFINITION :	Able to maintain high quality standards, focus on 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.			
ACHIEVEMENT LEVELS				
BASIC (2)	COMPETENT (3)	ADVANCED (4)	SUPERIOR (5)	
		measuring success, evaluating and valuing the work of the institution.		

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