



**the dpsa**

Department:  
Public Service and Administration  
REPUBLIC OF SOUTH AFRICA

# COMPETENCY ASSESSMENT FRAMEWORK FOR SMS

**Presentation-HR steering committee**

**13 June 2008**

# OVERVIEW OF PRESENTATION

- Background
- Competency Assessments- What they are
- Revised framework
- Revised instruments
- Ethical considerations
- Assessment process
- Link to Performance Management
- Link to training and development

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BACKGROUND

# BACKGROUND

In February 2005 Cabinet approved that DPSA embarks on a voluntary implementation of competency assessments after the completion of a validation study of the assessment battery for SMS in the public service. Only a few departments took advantage of this cabinet decision and by the end of 2006 +/- 1000 SMS members were assessed.

In October 2006 Cabinet took a decision to make competency Assessments compulsory for Senior Management Service (SMS) members by December 2008 in order to strength recruitment and development.

In preparation to implement Cabinet decision, a project was undertaken to refine the current SMS Competency Framework and the battery to ensure its relevance to the public service context.

# BACKGROUND cont.

Cabinet also decided on how competency assessments should be applied:

- in cases where they are applied for selection purposes, the assessments must be utilised only as an aid in determining the suitability of candidates in conjunction with other selection tools such as interviews, reference checks and security clearances to come to a final recommendation. The final decision on who to appoint remains with the Executing Authority or her/his delegate;
- the Department of Public Service and Administration (DPSA) is responsible for quality control and contract management

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**COMPETENCY BASED  
MANAGEMENT**

# PURPOSE OF IMPLEMENTING COMPETENCY ASSESSMENTS IN THE PS

The aim of implementing the Competency Assessments for SMS in the PS is to enhance and improve:

- recruitment and selection practices;
- performance management;
- training and development i.t.o dev. of PDPs, WPSP, targeted interventions and programmes; and
- career management and succession planning.
- The SMS competency database and create a link with performance management, and skills development database.

# COMPETENCY – BASED MANAGEMENT

- Involves the application of a set of competencies to ensure the effective and efficient management of performance that contribute to organisational results.
- Assist the organisation to only recruit and retain employees who have the requisite competencies to perform their expected tasks.
- Competency assessments are the cornerstone of selection, performance management, training and career development of employees.



# COMPETENCY – BASED MANAGEMENT Cont.

**RECRUITMENT POLICY:** that is fair and linked to the organisational strategy will be able to attract the right calibre of people sought after by the organisation.

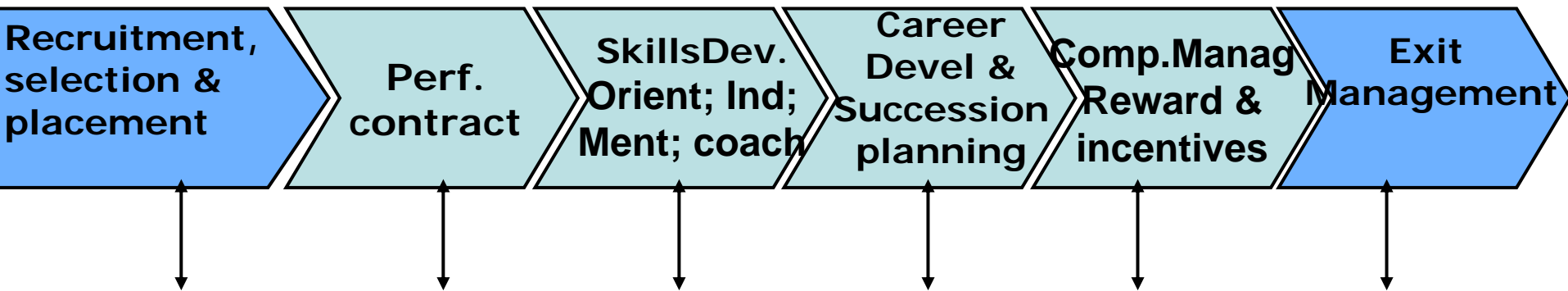
**COMPETENCY BASED SELECTION:** Interviews, competency assessments, reference checks/security vetting, development of PDPs and a developmental programme.

**PERFORMANCE CONTRACTING:** Setting Standards, Signing PA, Agree on developmental opportunities related to the PDP (orientation, induction, coaching, mentoring, targeted training) Agree on periodical performance reviews.

**PERFORMANCE REVIEW:** Evaluate, Monitor progress, Assess, Performance and give feedback. Depending on outcome decide on a developmental programme, reward, take disciplinary action and/or dismiss

**PERFORMANCE DECISION:** Retain or Exit.

# ELEMENTS OF COMPETENCY BASED MANAGEMENT



## Performance Management

Personal Development Plan (PDP)  
Learning and Development  
Career and Development  
Employee Relations

Result Management  
Contribution Management  
Competency Management  
Compliance Management

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**COMPETENCY BASED  
ASSESSMENTS**

# WHAT ARE COMPETENCIES

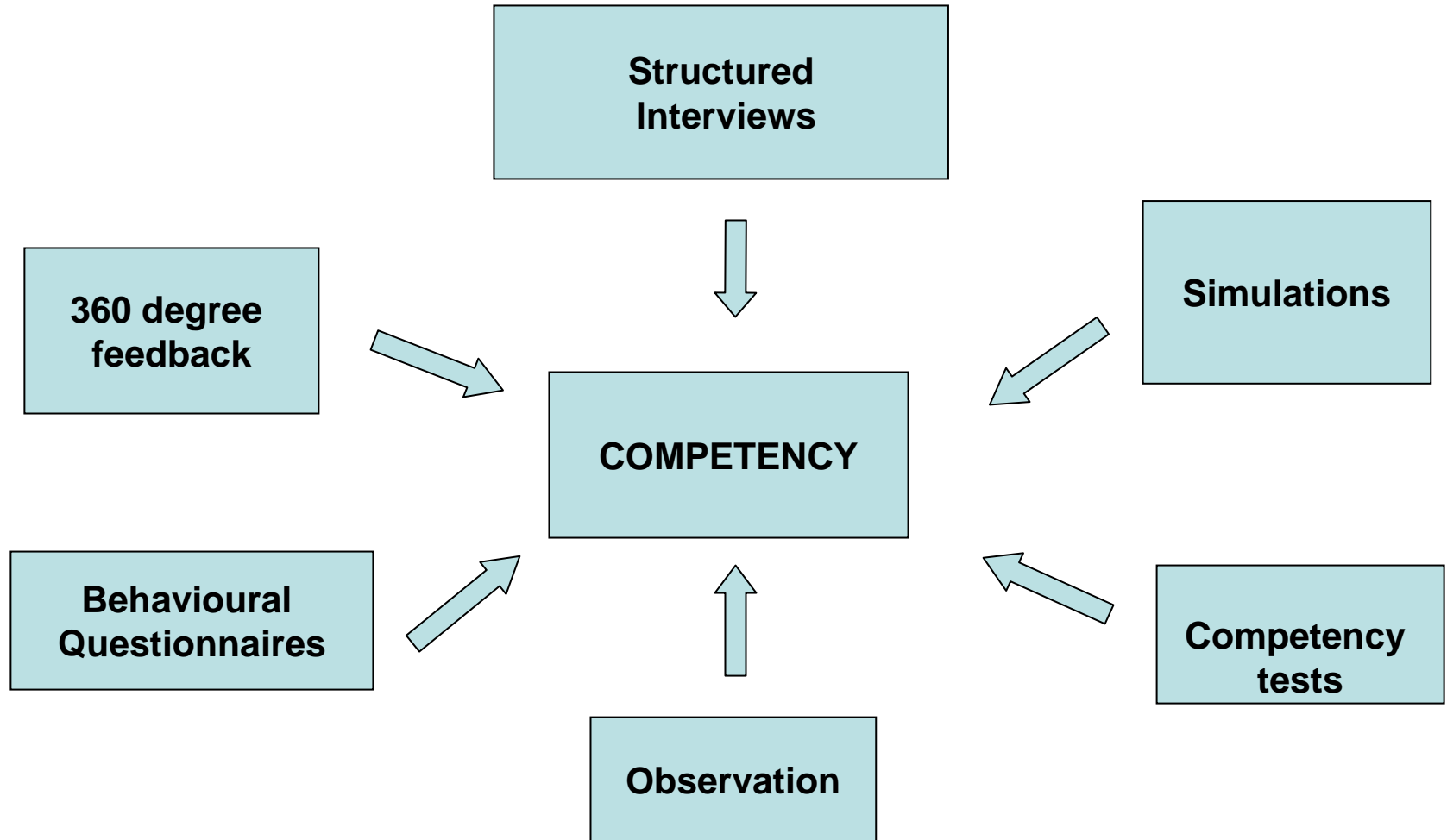
They are:

- Skills, knowledge and attributes which enable the person to do the job.
- underlying characteristics which enable someone to perform a job better in more situations, more often, with better results”.
- those factors that distinguish the best from the rest in a given role.
- deep seated or easily observed qualities of people (motivation, traits, etc)
- All competencies can be measured.
- Competencies are not the tasks of the job they are what enable people to do the tasks.

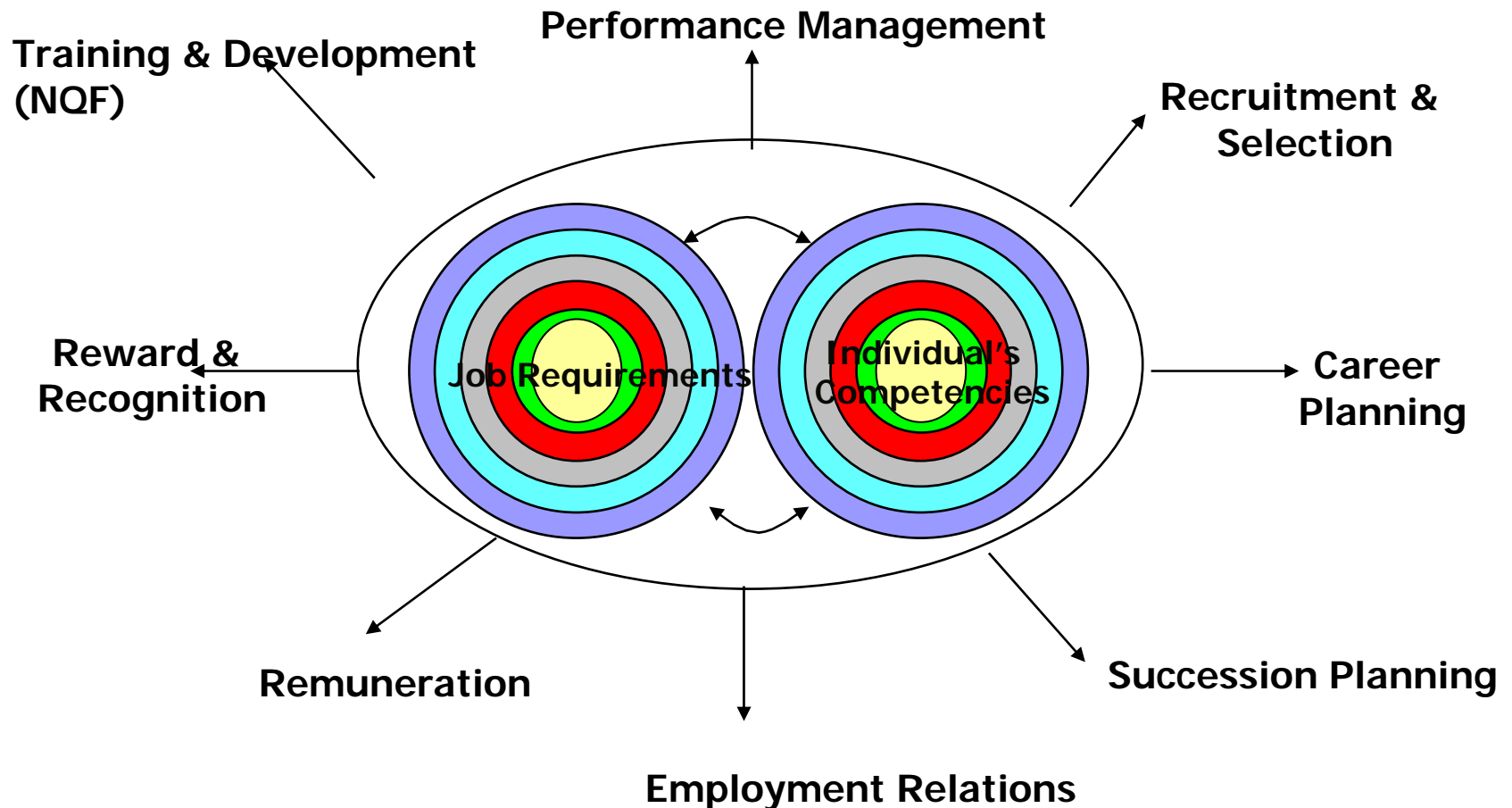
# COMPETENCY-BASED ASSESSMENTS

- Directly measure skills & abilities specifically relating to a particular job.
- Can be developed for and applicable to any job level.
- Content related to actual work that needs to be done.
- Provides clear measurements of whether people's skills, knowledge, behavioural attributes are appropriate for the level of the required job standard.

# METHODS TO MEASURE COMPETENCE

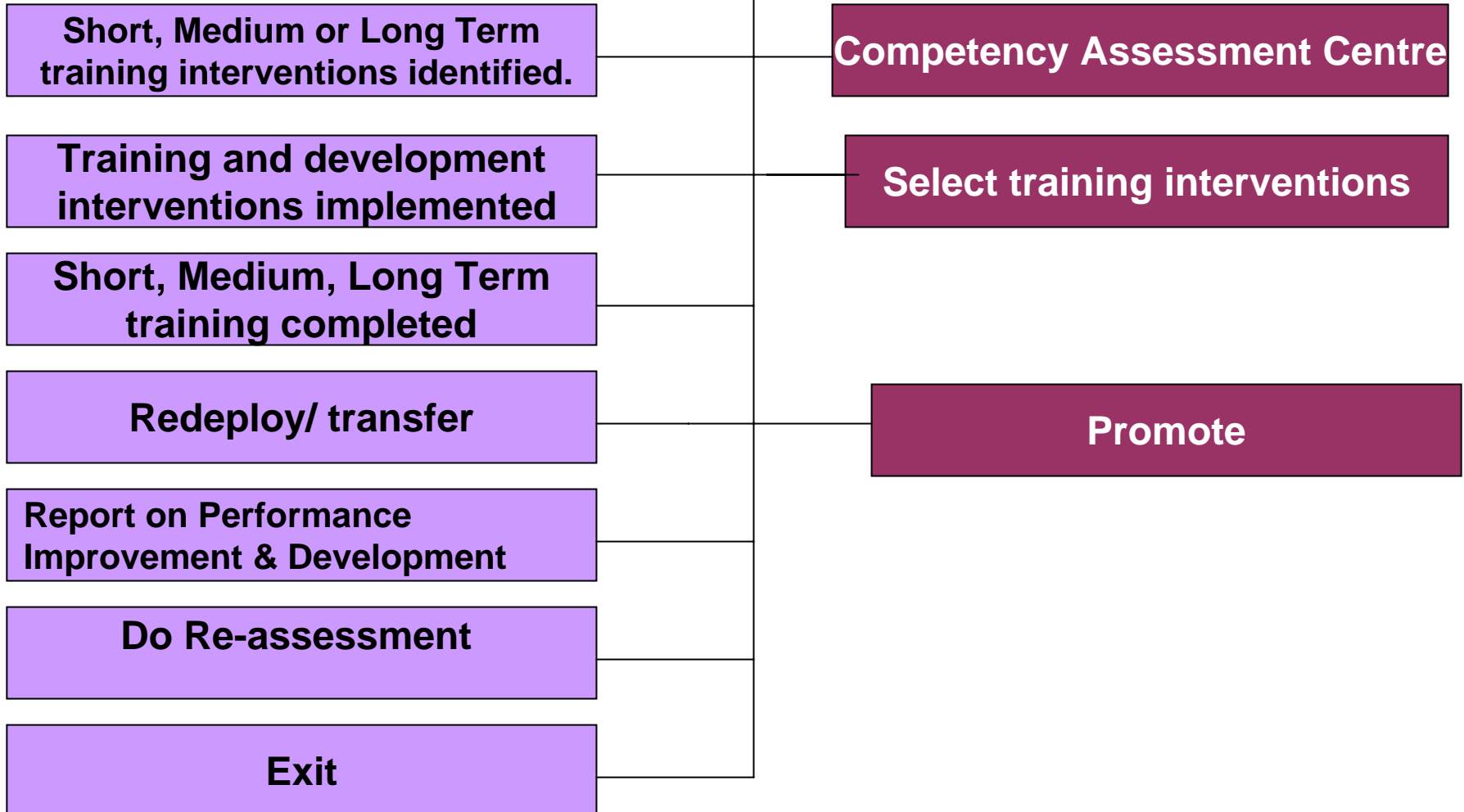


# APPLICATION OF COMPETENCY ASSESSMENTS RESULTS



# PROCESS FLOW FOR COMPETENCY BASED ASSESSMENTS

**RECRUITMENT AND SELECTION POLICY  
DEVELOPED AND IMPLEMENTED**





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ETHICAL  
CONSIDERATIONS

# ETHICAL CONSIDERATIONS

- Use of psychometric/competency testing is permissible provided the instruments used are ***Valid, Reliable, Unbiased*** and can be applied ***fairly*** to all employees/potential employees.
- The DPSA competency assessment battery was validated against the above, the main objective of which was to ensure compliance with Section 8 of the Employment Equity Act (Act 55 of 1998).

# VALIDATION RESULTS & DEFINITIONS

- **Validity:** The extent to which an instrument measures what it is designed to measure.
- **Reliability:** The extent to which a measure produces consistent scores.
- **Unbiased:** Scores must not be biased as far as race, gender and age were concerned.
- **Fairness:** Consistent application of procedures to all people irrespective of gender, race, religious background etc.

# PREDICTIVE VALIDITIES

• Structured Interviews:	0.4
• Unstructured Interviews:	0.15
• Cognitive Tests:	0.4
• Personality Test:	0.2
• Simulation Exercises:	0.5
• Assessment Centres:	0.4
• Self Assessment:	0.15
• 360° Feedback:	0.4
• Knowledge Tests	0.45
• Probation Periods	0.4
• Academic Results	0.2

It can be concluded that assessment methodologies differ widely i.t.o predictive validities. Whilst some (notably structured interviews, cognitive tests, assessment centres and the use of probation) register relatively high (0.4 – 0.45) on predictive validity of job related performance, others such as personality tests, self assessments, and unstructured interviews would appear less promising.

# ASSESSMENT CRITERIA

- Assessments results represent a person's typical behaviour. i.e repeated patterns over time and demonstrating a broad range of behaviours;
- They are based on:
  - Facts, rather than opinions
  - Self and supervisory assessments
  - Evidence gathered from an appropriate range of sources;
  - Clear behavioural indicators as criteria of performance
  - Rating scale of 1 – 5 used to classify evidence of demonstrated behaviour.

# APPLICATION OF COMPETENCY ASSESSMENTS RESULTS (Cont.)

- Should never be used alone to arrive at a decision for selection (Interview results, Reference checks, security vetting, play a role).
- Feedback must be provided by an accredited professional (registered occupational psychologist).
- Confidentiality of results must be maintained.
- Results valid up to 12 months

# COMPETENCY ASSESSMENT PROCESS

- One-day process - Recruitment
- Two-day process - Development
- 9 Service providers have been appointed to administer competency assessments through a tender process.
- Assessors must be qualified psychologist registered by the Health Professional Council of South Africa (HPCSA).
- They are trained and accredited to administer the battery.
- Service Level Agreements have been signed with Service Providers
- Report templates are the same.
- Quality Assurance was done by an expert (Prof Ricky Mauer) now a panel of experts. The Health Professional Council of South Africa and Higher Education South Africa have been requested to assist in quality control of the competency assessment process and accreditation of the battery.
- Site inspection of assessment venues was completed.

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COMPETENCY  
FRAMEWORK



# REVIEW PROCESS

**The review of the 2001 SMS Competency Framework took the following steps:**

- Consultations were undertaken with existing users (managers and service providers) to understand whether the existing competencies are still relevant to the managerial work of the SMS members and feedback was used to make amendments
- The learner needs analysis conducted by SAMDI; international benchmarks and best practice relating to each function were used to produce the final draft competency units
- This led to streamlining the competencies and collapsing them into five core competencies and five process competencies

# REVIEW OF PROCESS cont.

- Each core competencies has three dimensions namely, planning, execution and reporting. 'People management and empowerment' is the only one that is slightly different in terms of dimensions.
- The process competencies cut across and form an essential part of the core competencies.
- The MMS (Middle Management) and the SMS Competency Frameworks have been merged, therefore there are now clearly defined behavioural indicators for six performer levels.
- New batteries for each performer level grouping have been developed (ASD&DD; D&CD; DDG&DG). The validation study will inform the final exercises.
- There are four proficiency levels that underpin the difference between non and effective performance within a performer level
- Within each competency, dimensions of competence have been identified that would eventually become the units or modules of training for each competency.

# REVIEW OF PROCESS cont.

- The framework now clearly describes leadership and managerial competencies to ensure that SMS members have a balance of both in their profile.
- The Cognitive Process Profile (CPP) has been added to the suite of competency assessment battery to also bring a balance between the leadership and cognitive processes.
- To yield a better outlook of the candidate, the assessment centre is made up of the following:
  - Assessment Exercises
  - Occupational Personality Profile (OPP)
  - Cognitive Process Profile (CPP- Development)
  - Cognitive & Potential Assessment (COPAS- Recruitment)

# REVIEW OF PROCESS cont.

- Cognitive Potential Assessment (COPAS) is recommended for recruitment and MMS (for logistical purposes as it can be done on the same day as the Assessment Exercises)
- It is intended that this suite will be subject to incremental changes using feedback collected from new and existing users of the competency framework and battery
- The Leadership and Management Competency Framework, as part of the Leadership Development Management Strategy has been posted on the dpsa website to allow comments on any aspect

# CORE AND PROCESS COMPETENCIES

- Core Competencies
  - Strategic capability and leadership
  - People Management and Empowerment
  - Programme and Project Management
  - Financial Management
  - Change Management
- **Process Competencies**
  - Knowledge Management
  - Service Delivery Innovation
  - Problem Solving and Analysis
  - Client Orientation and Customer Focus (Batho Pele)
  - Communication

**A VISION FOR SMS**

***A highly competent, dedicated, responsive and productive leadership cadre of the Public Service***

**LEADERSHIP AND MANAGEMENT COMPETENCIES AND THE DIMENSIONS TO BE MEASURED FOR HIGH PERFORMANCE AND ENHANCED SERVICE DELIVERY**

**COMMUNICATION**

**KNOWLEDGE MANAGEMENT**

**SERVICE DELIVERY INNOVATION**

**PROBLEM SOLVING & ANALYSIS**

<b>ANNUAL PERFORMANCE REPORTING</b>	<b>EMPLOYEE RELATIONS MANAGEMENT</b>	PROJECT/ PROGRAMME PERFORMANCE REPORTING	FINANCIAL REPORTING (In-Year Monitoring AG Report)	CHANGE RESULTS, IMPACT MONITORING & EVALUATION	BUSINESS PROCESS DELIVERY LOOPS
LEADING PEOPLE, STRATEGY & TASK EXECUTION MGT	EHW AND DIVERSITY MANAGEMENT	PROJECT/ PROGRAMME EXECUTION	FINANCIAL BUDGETING & EXECUTION	PROCESS IMPROVEMENT ORG DESIGNS POLICY CHANGE & EXECUTION	SUBJECT MATTER SPECIALISATION
STRATEGIC PLANNING GOVERNANCE & MANAGEMENT FRAMEWORKS	HR PLANNING; MANAGEMENT & DEVELOPMENT	PROJECT/ PROJECT PLANNING	FINANCIAL PLANNING & PFMA, MTEF, MTSF	CHANGE VISION, CHANGE PLANNING & STRATEGY	BEST PRACTICE
<b>STRATEGIC CAPABILITY AND LEADERSHIP</b>	<b>PEOPLE MANAGEMENT AND EMPOWERMENT</b>	<b>PROJECT &amp; PROGRAMME MANAGEMENT</b>	<b>FINANCIAL MANAGEMENT</b>	<b>CHANGE MANAGEMENT</b>	<b>TECHNICAL AND PROFESSIONAL SKILLS</b>

**CORE COMPETENCIES**

CONSULTATION	REDRESS	PROVIDING INFORMATION	OPENNES AND TRANSPARENCY	VALUE FOR MONEY	SETTING SERVICE STANDARDS	ENSURING COURTESY	INCREASING ACCESS
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**CORE PRINCIPLES (8 BATHO PELE PRINCIPLES)**

**LEGISLATIVE FRAMEWORK AS A FOUNDATION**

# CORE COMPETENCY: STRATEGIC CAPABILITY AND LEADERSHIP



## DIMENSIONS

STRATEGIC PLANNING, GOVERNANCE & MANAGEMENT FRAMEWORK

LEADING PEOPLE, STRATEGY AND TASK EXECUTION MANAGEMENT

Strategic Capability & Leadership

ANNUAL PERFORMANCE REPORTING

## ***DIFFERENT CAREER PATHS***

- The competency framework and the assessment battery that have been developed by DPSA, deals only with leadership and managerial competencies and relevant for those SMS members who have managerial roles and responsibilities. The development of technical and professional competency frameworks will be done later in conjunction with the relevant line departments.

## ***PERFORMER LEVELS:***

- Performer levels are the levels of management that describes the job of a manager in terms of *complexity, responsibility, time application, value attached to the job, skills required and difficulty* which distinguishes why people are paid differently for the jobs that they do. For example, the decision to pay an assistant director differently from a Director General depends on the complexity of the job and the responsibility it carries.

## ***LEVELS OF COMPLEXITY:***

- The manner in which individuals process information to solve problems is measured and expressed in terms of 6 levels of complexity.

## ***COMPETENCY INDICATOR:***

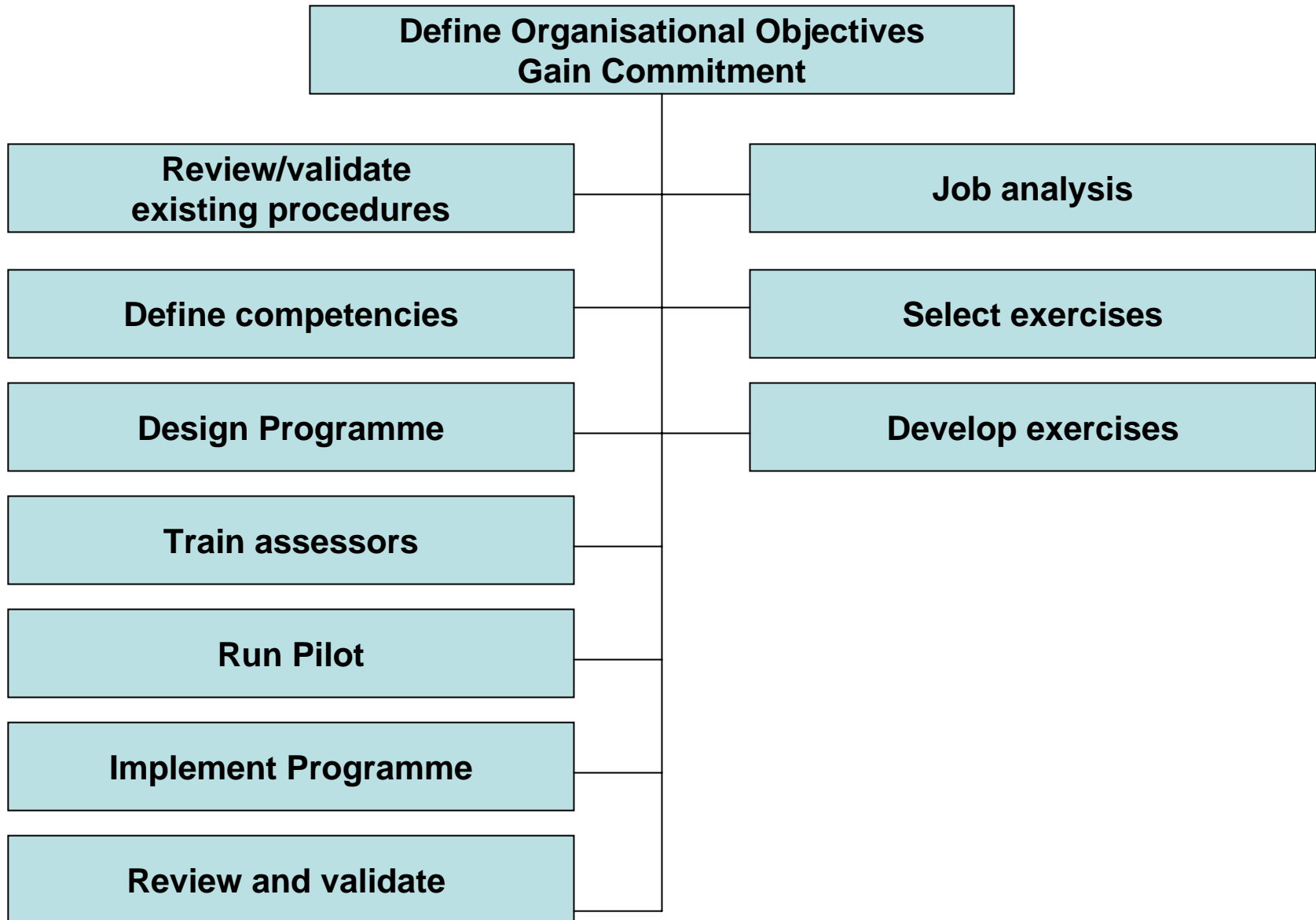
- Competency indicator identifies the functions and delegations expected from individuals at particular performer levels.



CAREER PATHS

	<b>MANAGERIAL 100%</b>	<b>TECHNICAL 100%</b>	<b>PROFESSIONAL 100%</b>	<b>OTHER IN T/P:M</b>
<b>6</b>	Chief Executive Manager (DG)	Head Technical Services (DG)	Head Professional Services (DG)	<b>50/50</b>
<b>5</b>	Executive Manager (DDG)	Executive Technician (DDG)	Executive Professional (DDG)	<b>60/40</b>
<b>4</b>	Senior Manager (Chief Director)	Senior Technician (Chief Director)	Senior Professional (Chief Director)	<b>65/35</b>
<b>3</b>	Manager (Director)	Technician (Director)	Chief Professional (Director)	<b>70/30</b>
<b>2</b>	Middle Manager (Deputy Director)	Specialist Technician (Deputy Director)	Specialist Professional (Deputy Director)	<b>80/20</b>
<b>1</b>	Junior Manager	Junior Technician	Junior Professional	<b>80/20</b>

# STAGES IN ASSESSMENT CENTRE DESIGN



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COMPETENCY  
ASSESSMENT BATTERY

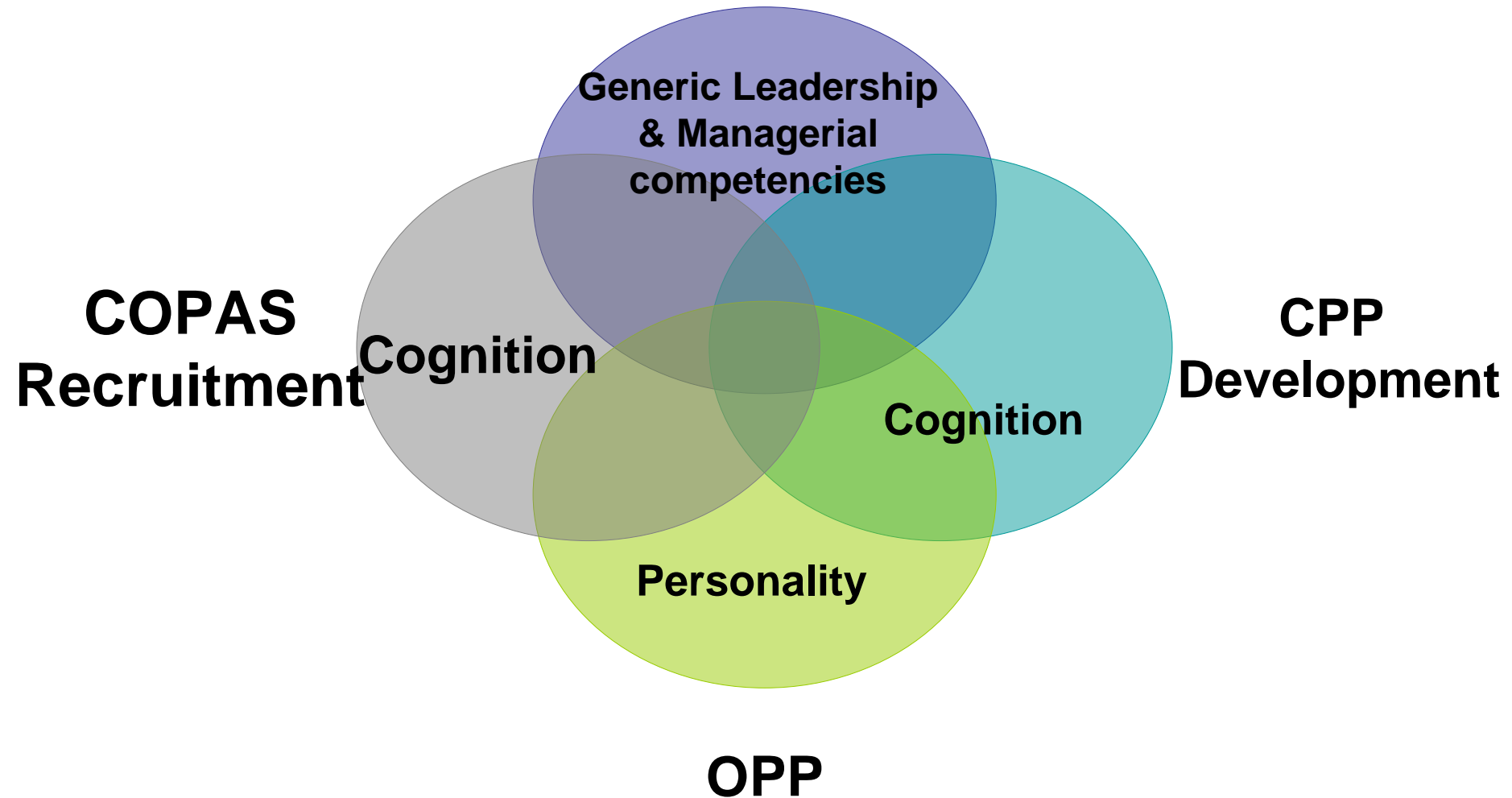
# SMS ASSESSMENT BATTERY

The SMS battery consists of the following exercises and instruments:

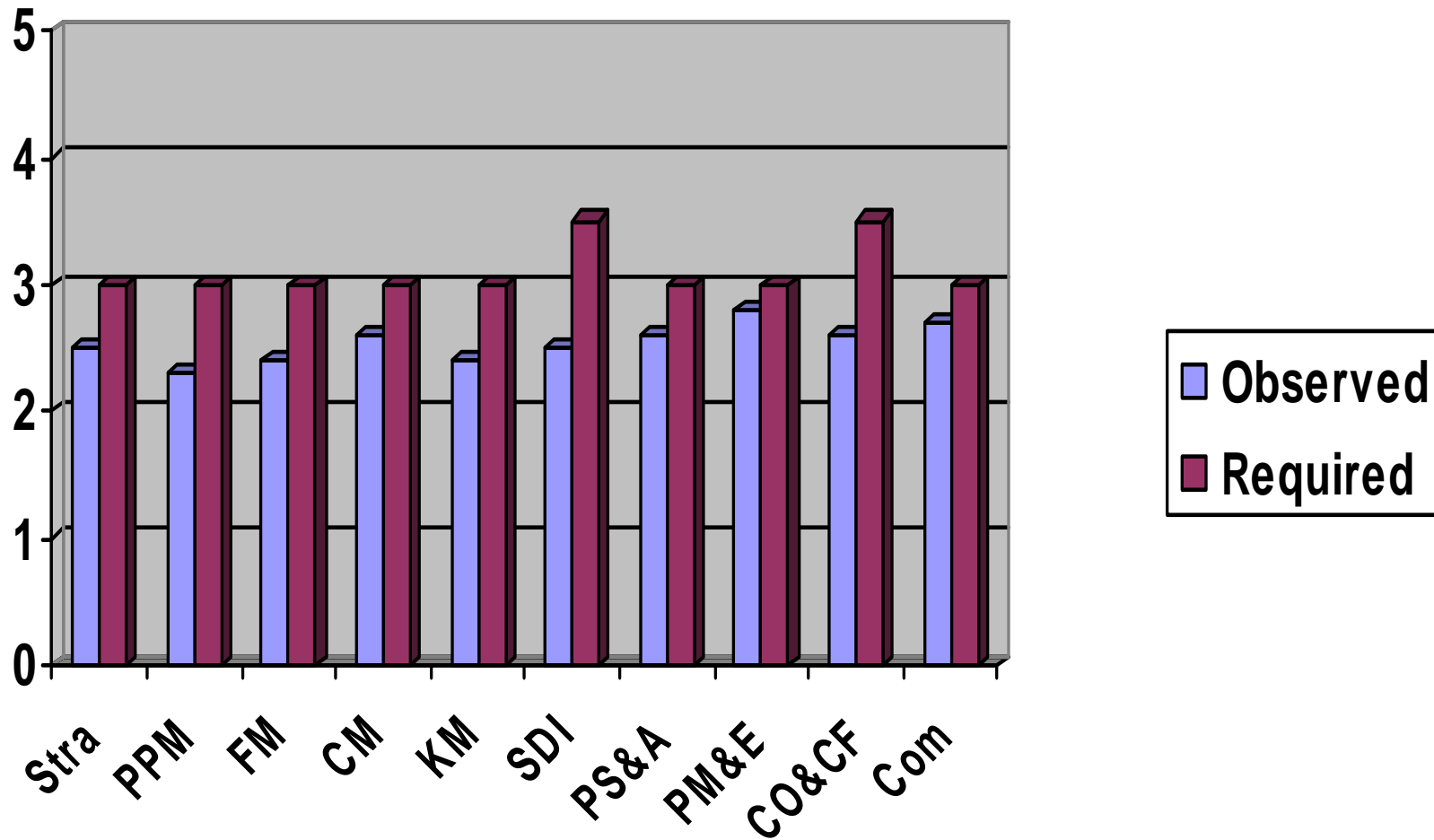
- **Programme and project exercise**– takes the form of a project to be managed through a problem statement
- **Planning exercise**– takes the form of a strategic analysis of an organisation in the context of service delivery improvement
- **Reporting and role play exercise** – Also measures managerial skills at a strategic level
- **OPP** – personality inventory measuring nine different personality dimensions
- **CPP** - a computerized assessment instrument which measures thinking processes and styles – linking these to everyday cognitive functioning (This instrument is proposed for inclusion in the refined battery)
- **COPAS** – written numerical cognitive measure that determines potential at current level and determines needs at next work level

# NEW ASSESSMENT CENTRE

## Assessment Exercises



# EXAMPLE OF REQUIRED VS. OBSERVED BEHAVIOUR ON DPSA BATTERY



# OCCUPATIONAL PERSONALITY PROFILE (OPP) QUESTIONNAIRE

- **Background**

The OPP measures nine different personality dimensions that are bipolar. That is to say high or low scores on each dimension measure opposite personality characteristics (e.g. extraversion v introversion). The OPP provides a detailed assessment of –

- interpersonal style;
- thinking style;
- patterns coping with stress;
- preferred team roles;
- preferred leadership style; and
- preferred subordinate style.

- **Instructions**

There are 98 questions. Participants are asked to rate themselves on a scale from 1 to 5 on each question.

- **Duration**

There is no time limit, however, most people take about 20 minutes.

# OPP LEADERSHIP STYLES

The OPP places individuals into the following five leadership styles:

- **Participative leader**

Participative leader is primarily concerned with getting the best out of a team as a whole rather than the individuals within that team. Hence, he/she will encourage contributions from all members of a team and believe that by pooling ideas and coming to a consensus view, the best solutions to problems will naturally arise.

- **Consultative leader**

The Consultative Leadership Style combines elements of both democratic and directive leadership orientations. He/she will value group discussion and will encourage contributions from the separate members of the team. However, although group discussions will be largely democratic in nature Consultative Leader will typically make the final decision as to which of the varying proposals should be accepted.



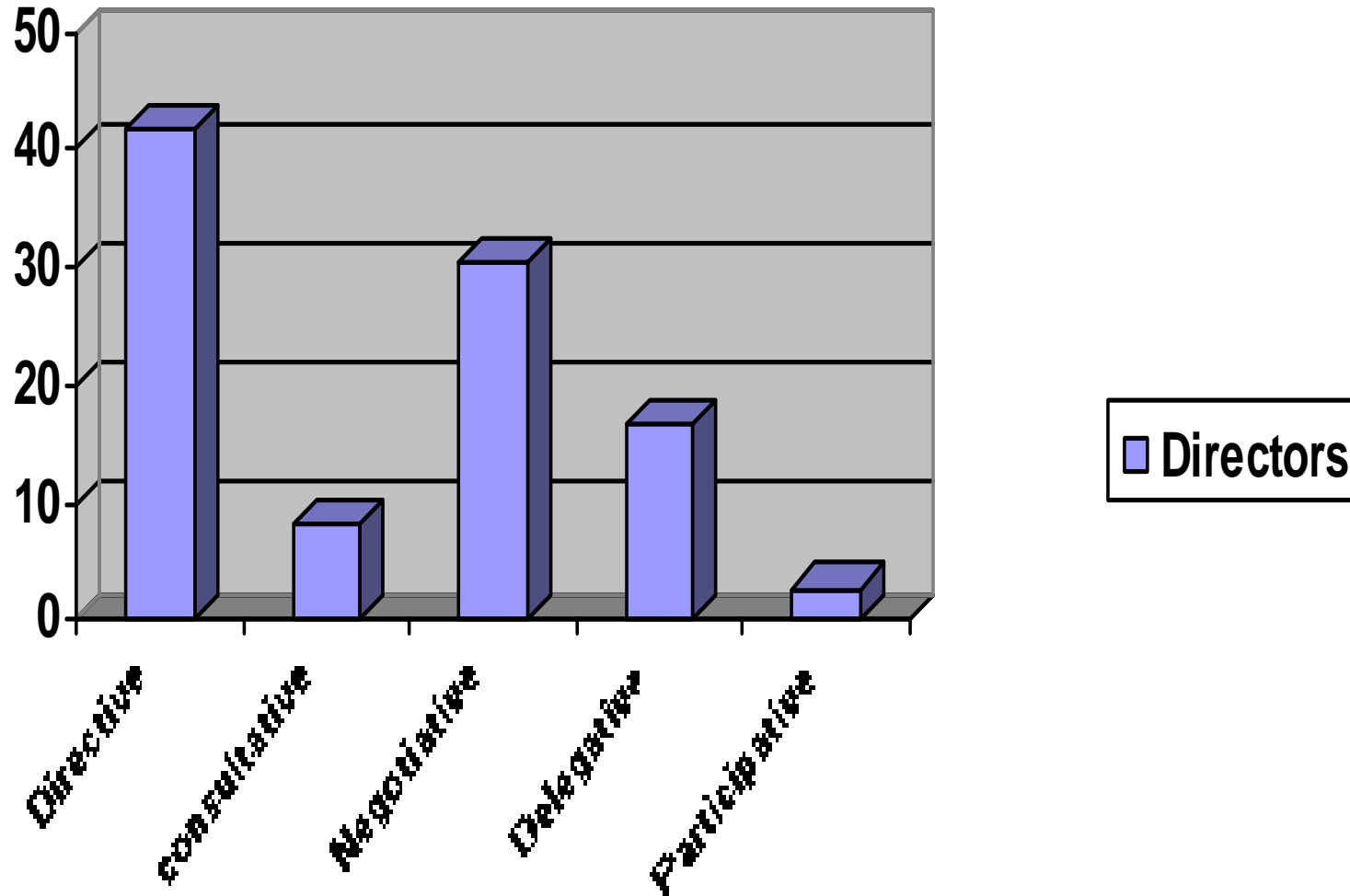
# OPP LEADERSHIP STYLES CONT.

- **Delegative leader:** The style of Delegative Leader is characterized by delegating work to subordinates. As they are not greatly democratic in their approach the process of delegation will involve little consultation and subordinates will generally be assigned work rather than have any active input into how projects should be conducted.
- **Negotiative leader:** motivate subordinates by encouraging them, through incentives etc., to work towards common objectives. Hence, through a process of negotiation attempts will be made to arrive at some mutually equitable arrangement with the other members of the team so as to coax them to work in a particular way. Negotiative leader will rely heavily upon his/her skills of persuasion to achieve their stated goals.

# LEADERSHIP STYLES CONT.

- **Directive Leader:** is characterized by having firm views about how and when things should be done. As such he/she will leave little leeway for subordinates to display independence believing that they should adhere to the methods and schedules as originally laid down. Having a high goal-orientation and being particularly concerned with results the Directive Leader will have a tendency to closely monitor the behaviour and performance of others.
- **Receptive Subordinates** tend to be traditional in their approach and will rarely criticise or question the nature of others' work. They would usually be very accommodating and typically believe that the ideas of others should be executed to the best of their abilities. Additionally they are eager to complete prescribed tasks assigned to them in accordance to pre-specified procedures.

# EXAMPLES OF LEADERSHIP STYLES



# CPP MEASURES LEVELS OF COMPLEXITY

- The manner in which individuals process information to solve problems is measured and expressed in terms of 5 levels of complexity.
- The following provides an indication of the work environments that the SMS members would be evaluated against:

# DEFINING LEVELS OF COMPLEXITY

- **Pure operational:** A focus on single, separate/isolated elements in a highly structured environment. Preference for tangible and concrete information.
- **Diagnostic:** Linear sequence/causality, tangible focus and preference for a thorough knowledge/experience base.
- **Tactical:** Coordination of structural elements within a system, interactions between tangible elements e.g. tactical plans, budgets, project management.
- **Parallel processing:** co-ordination across systems and contexts process approach relatively intangible focus .e.g. theoretical models, co-ordination of systems, broad strategy.
- **Pure strategic:** Holistic consideration of whole systems of many strata, philosophical trends, vague, emerging patterns, wide contextual implications.

# THE CPP IDEAL LEVELS OF COMPLEXITY

<b>3 - D - Level 13</b>	<b>4 - CD - Level 14</b>	<b>5 - DDG - Level 15</b>	<b>6 - DG - Level 16</b>
<b>Tactical/ Diagnostic/ Operational</b>	<b>Tactical/ Diagnostic/ Parallel</b>	<b>Parallel Tactical/ Strategic</b>	<b>Pure Strategic/ Tactical/ Parallel</b>
<b>Guidelines/ Practices/ Frameworks/ M&amp;E</b>	<b>Performance/ Standards/ Policies/ M&amp;E</b>	<b>Strategic framework/ M&amp;E</b>	<b>Leadership and Management Strategy</b>

# EXAMPLE OF COMPLEXITY LEVELS BY PERFORMER LEVEL CONT.

Level of Complexity	Directors	Chief Directors	Deputy-Director General
Pure Operational	5.7%	13.3%	0%
Operational-Diagnostic	31.4%	40%	0%
Diagnostic	13.88%	0%	0%
Operational- Tactical	5.7%	0%	0%
Diagnostic- Tactical	22.8%	20%	67%
Tactical	5.7%	6.6%	20%
Tactical - Parallel	11.4%	13.3%	0%
Parallel	2.84%	6.6%	0%
Parallel-Pure Strategic	0%	10%	10%
Pure Strategic	0%	0%	10%

# SUMMARY OF RESULTS

- **Development Areas**

Financial Management, Programme and Project management and Strategic Leadership Capability

- **Prevalent Problem Solving in terms of Complexity**

Operational -Diagnostic

- **Prevalent Problem Solving Styles**

Random, Explorative, Impulsive, Learning

- **Prevalent Thinking Styles according to OPP**

A general preference for jobs that require following set procedures and systems and working within well-defined structures and rules.

- **Primary Leadership Style:** Directive

- **Prevalent Subordinate Styles:** Receptive



# RECOMMENDATIONS

## Recruitment and Selection

- In that case it will be recommended that the recruitment and selection of new employees be focused on employing individuals with the relevant strategic ability specifically at DDG and Chief Director Level.
- This would also apply to selecting future employees who demonstrate strong capabilities in Financial Management, Project and Programme Management, Knowledge Management, Service Delivery Innovation.
- By implication, the integration of the results of OPP, CPP and DPSA battery gives a complete picture of a SMS member and should be included as part of development.

# RECOMMENDATIONS CONT.

## Human Resource Development

- Coaching & Mentoring
- The gaps could also be addressed through developmental programmes which may entail, coaching, mentoring, and formal training programmes. If the gaps are prevalent across all levels, it is recommended that the coaches and mentors be identified from outside of the department.
- Personal Development Plans (PDPs) should be tailored around each candidate's developmental areas and strengths as indicated in their individual reports, taking into consideration the departmental needs. Progress on the identified developmental area should be monitored and built into individual performance agreement. SMDP/EMDP/Khaedu
- Current employees, of whom strategic capability is required, should undergo cognitive strategies training in line with the identified CPP gaps.

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[LINK TO PERFORMANCE  
MANAGEMENT](#)

CORE COMPETENCIES	PROCESS COMPETENCIES	BATHO PELE PRINCIPLES (Client Orientation and Customer Focus)	WEIGHTING	Own Rating	Supervisor Rating
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### STRATEGIC CAPABILITY AND LEADERSHIP

<b>Strategic capability and leadership</b> <i>- Planning</i> <i>- Execution</i> <i>- Governance &amp; Management</i> <i>- Reporting</i>	<b>Knowledge Management</b>	<ul style="list-style-type: none"> <li>- Consultation</li> <li>- Service standards</li> <li>- Access</li> <li>- Courtesy</li> <li>- Information</li> <li>- Openness and transparency</li> <li>- Redress</li> <li>- Value for money</li> </ul>			
	<b>Service Delivery Innovation</b>				
	<b>Problem Solving and Analysis</b>				
	<b>Communications</b>				

### PEOPLE MANAGEMENT AND EMPOWERMENT

<b>People Management and Empowerment</b> <i>- HR Planning</i> <i>- HR Management</i> <i>- HR Development</i> <i>- EHW</i> <i>- Diversity Management</i> <i>- Employee Relations Management</i> <i>(Execution; Governance &amp; Management; Reporting)</i>	<b>Knowledge Management</b>	<ul style="list-style-type: none"> <li>- Consultation</li> <li>- Service standards</li> <li>- Access</li> <li>- Courtesy</li> <li>- Information</li> <li>- Openness and transparency</li> <li>- Redress</li> <li>- Value for money</li> </ul>			
	<b>Service Delivery Innovation</b>				
	<b>Problem Solving and Analysis</b>				
	<b>Communications</b>				

## PROGRAMME AND PROJECT MANAGEMENT

<b>Project/Programme and Project</b> <i>-Planning</i> <i>-Execution</i> <i>-Reporting</i>	<b>Knowledge Management</b>	<ul style="list-style-type: none"> <li>- Consultation</li> <li>- Service standards</li> <li>- Access</li> <li>- Courtesy</li> <li>- Information</li> <li>- Openness and transparency</li> <li>- Redress</li> <li>- Value for money</li> </ul>			
	<b>Service Delivery Innovation</b>				
	<b>Problem Solving and Analysis</b>				
	<b>Communications</b>				

## FINANCIAL MANAGEMENT

<b>Financial Management</b> <i>-Planning</i> <i>-Execution</i> <i>-Reporting</i>	<b>Knowledge Management</b>	<ul style="list-style-type: none"> <li>- Consultation</li> <li>- Service standards</li> <li>- Access</li> <li>- Courtesy</li> <li>- Information</li> <li>- Openness and transparency</li> <li>- Redress</li> <li>- Value for money</li> </ul>			
	<b>Service Delivery Innovation</b>				
	<b>Problem Solving and Analysis</b>				
	<b>Communications</b>				

CORE COMPETENCIES	PROCESS COMPETENCIES	BATHO PELE PRINCIPLES (Client Orientation and Customer Focus)	WEIGHTING	Own Rating	Supervisor Rating
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**CHANGE MANAGEMENT**

Change Management <b><i>-Planning</i></b> <b><i>-Execution</i></b> <b><i>-Governance &amp; Management</i></b> <b><i>-Reporting</i></b>	<b>Knowledge Management</b>	<ul style="list-style-type: none"> <li>- Consultation</li> <li>- Service standards</li> </ul>			
	<b>Service Delivery Innovation</b>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Courtesy</li> <li>- Information</li> </ul>			
	<b>Problem Solving and Analysis</b>	<ul style="list-style-type: none"> <li>- Openness and transparency</li> <li>- Redress</li> </ul>			
	<b>Communications</b>	<ul style="list-style-type: none"> <li>- Value for money</li> </ul>			

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LINK TO TRAINING  
AND DEVELOPMENT

# THE PROFICIENCY LEVELS

DESCRIPTOR	INDICATOR	TRAINING NEEDS
1. Not achieved	No ability displayed with regard to the task at hand	Beginner - basic training program to address gap
2. Partially achieved	A minimum display of working knowledge	An intermediate – training intervention to address gaps
3. Achieved	fulfilled task requirement	Competent – recommended for an advanced training programme for the level
4. Exceeded Expectation	Achieved beyond the required performer level.	Advanced –training in preparation for the next performer level.



# PDP RECOMMENDATION

- Achieved all 5 competencies - 0 or Long Term incentive training programme and ready for promotion. - Can be considered to be a coach.
- Achieved 4 competencies - short, medium term of 1 competency and long term incentive training programme and ready for promotion. Can be a coach.
- Achieved 3 competencies- short to medium term training programmes to address the gap, can be considered for promotion provided that s/he is attached to a coach.
- Achieved 1 and 2 competencies- An intensive short and medium term training programme cannot be considered for promotion.

(Where gaps have been identified no consideration for promotion before completion of the PDP).

## PERFORMER LEVEL

<b>Junior Management Service (JMS)</b>	<b>Middle Management Service (MMS)</b>	<b>Senior Management Service (SMS)</b>	<b>Executive Management Service (EMS)</b>
<b>Managing Self</b>	<b>Managing Self and others</b>	<b>Managing a function</b>	<b>Managing a corporate</b>
<b>Assistant Director</b>	<b>Deputy Director</b>	<b>Directors and Chief Directors</b>	<b>Deputy Director-General and Director-General</b>

### SHORT TERM DEVELOPMENT PROGRAMMES ASSOCIATED WITH PERFORMER LEVELS

<b>-</b>	<b>Khaedu 1</b>	<b>Khaedu 2</b>	<b>Khaedu 3</b>
<b>Induction and Orientation</b>	<b>Induction and Orientation</b>	<b>Induction and Orientation</b>	<b>Induction and Orientation</b>

### MEDIUM TERM DEVELOPMENT PROGRAMMES ASSOCIATED WITH PERFORMER LEVELS

<b>Mentoring</b>	<b>Mentoring</b>	<b>Coaching</b>	<b>Coaching</b>
<b>Junior Management Development Programme (JMDP)</b>	<b>Middle Management Development Programme (MMDP)</b>	<b>Senior Management Development Programme (SMDP)</b>	<b>Executive Management Development Programme (EMDP)</b>

### LONG TERM DEVELOPMENT PROGRAMMES ASSOCIATED WITH PERFORMER LEVELS

<b>Technical programmes Research work</b>	<b>Technical programmes Research work</b>	<b>Exchange programmes Research work</b>	<b>Exchange programmes Research work Sabbaticals</b>
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# PERFORMANCE SUCCESS PROFILE

100%  
WORK

EXPERIENCE  
30%

COMPETENCIES  
30%

10%

PERSONAL  
ATTRIBUTES

KNOWLEDGE  
30%

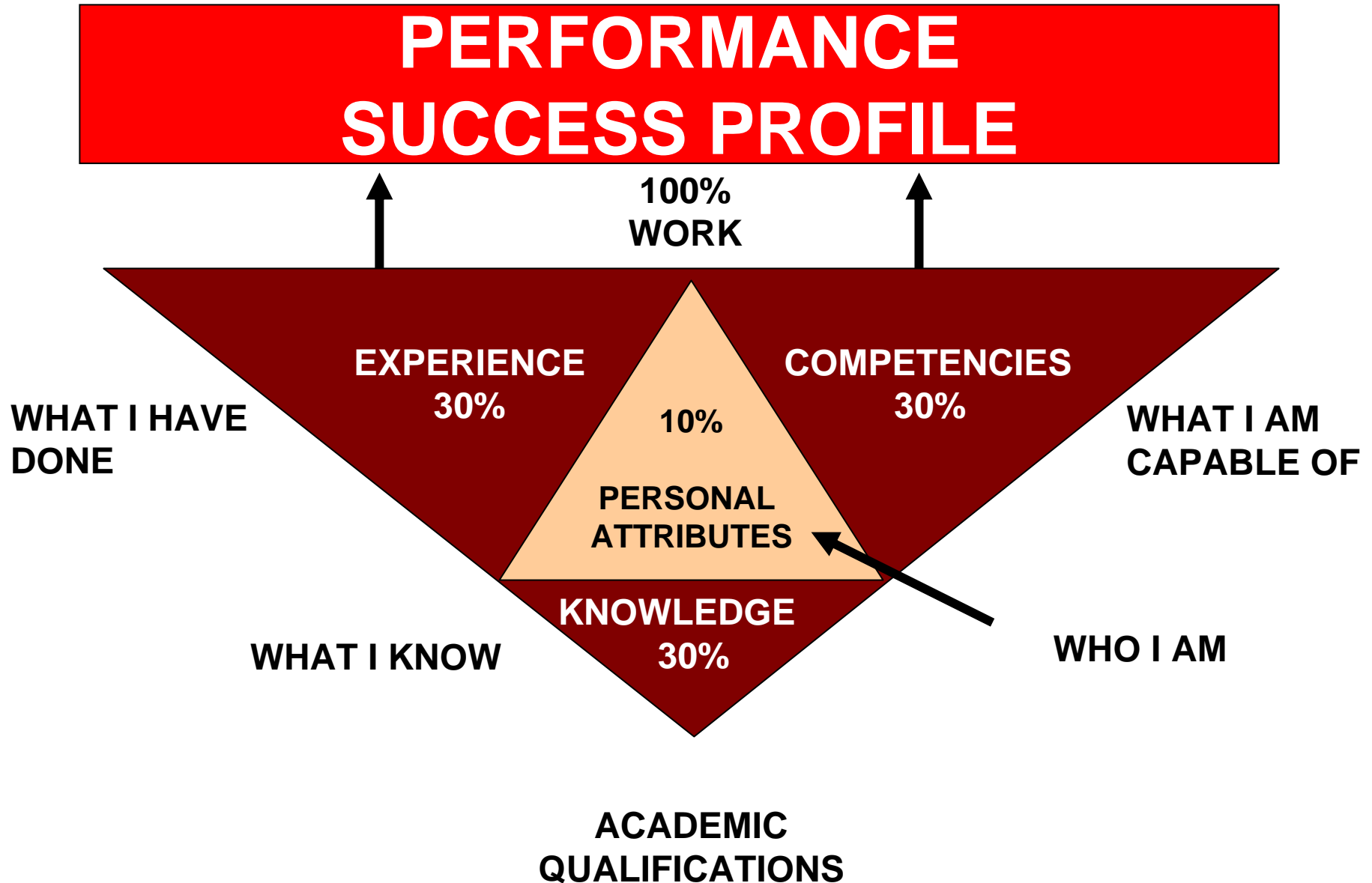
WHAT I HAVE  
DONE

WHAT I AM  
CAPABLE OF

WHAT I KNOW

WHO I AM

ACADEMIC  
QUALIFICATIONS





the **dpsa**

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Department:  
Public Service and Administration  
REPUBLIC OF SOUTH AFRICA

# Discussion