THE SMS LEADERSHIP
AND
MANAGEMENT COMPETENCY FRAMEWORK

PRESENTATION TO THE SMS STREERING COMMITTEE
23 January 2008
<table>
<thead>
<tr>
<th></th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SECTION 1: OVERVIEW</td>
</tr>
<tr>
<td>2</td>
<td>SECTION 2: COMPETENCY MODEL</td>
</tr>
<tr>
<td>3</td>
<td>SECTION 3: BEHAVIOURAL INDICATORS</td>
</tr>
<tr>
<td>4</td>
<td>SECTION 4: DEFINING LEADERSHIP AND BEHAVIOURS</td>
</tr>
<tr>
<td>5</td>
<td>SECTION 5: COMPETENCY ASSESSMENT PROCESS AND THE DAC</td>
</tr>
</tbody>
</table>
OVERVIEW
The review of 2001 competency framework was developed using the following steps:

- Consultations were undertaken with existing users (managers and service providers) to understand whether they are still relevant to the managerial work of the SMS members and feedback was used to make amendments.

- This review was also used to identify areas of change in management since the establishment of the SMS initiative in 2001 and how they describe SMS members and their roles.

- The learner needs analysis conducted by SAMDI; international benchmarks and best practice relating to each function were used to produce the final draft units.

- This led to streamlining the competencies and collapsing them into 5 core competencies which each have three dimensions and 5 process competencies. It was felt that the process competencies cut across and form an essential part of the core competencies.
The MMS and the SMS Competency Frameworks have been merged, therefore there are now clearly defined behavioural indicators for 6 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 4 proficiency levels that underpin the difference between non and effective performance within a performer level.

Within each function, dimensions of competence have been identified that would eventually become the units or modules of training for each competency.
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
- CPP
- OPP

It is proposed that the Cognitive & Potential Assessment (COPAS) be used for recruitment and MMS, however a decision is yet to be taken.

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 LMC, is part of the LDMS framework which has been posted on the website to allow comments on any aspect of the framework.
ADVANTAGES OF THE CPP:
1. The CPP represents a unique methodology that evaluates dynamic thinking processes as opposed to right and wrong answers.
2. It has a sound theoretical foundation and an excellent construct validity.
3. Cross-cultural application, and indicates current functioning as well as learning potential.
4. Provides clear diagnostic indications for people placement and development purposes.
5. Results are integrated with developmental guidelines to enhance cognitive functioning.

AREAS OF APPLICATION
7. Personal and team development; Organisational development and capacity building.
8. Anchoring competency assessments and Intellectual capital management.
The SMS battery consist of a simulation of the following exercises and instruments:

- **Project exercise** – takes the form of a project to be managed.
- **Managerial Skill Exercise** – takes the form of a strategic analysis of an organisation.
- **Role Play** – Also measures managerial skills at a strategic level.
- **OPP** – personality inventory measuring 9 different personality dimensions.
- **CPP** - The CPP is a computerized assessment instrument which measures thinking processes and styles – linking these to everyday cognitive functioning
  
  (Each competency is measured three times across the three exercises and all process competencies are measured in each core competency)
NEW ASSESSMENT CENTRE

Assessment Exercises

Generic Leadership & Managerial competencies

Personality

Cognition

OPP

CPP
COMPETENCY MODEL
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

ANNUAL PERFORMANCE REPORTING

EMPLOYEE RELATIONS MANAGEMENT

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

STRATEGIC CAPABILITY AND LEADERSHIP

PEOPLE MANAGEMENT AND EMPOWERMENT

PROJECT & PROGRAMME MANAGEMENT

FINANCIAL MANAGEMENT

CHANGE MANAGEMENT

TECHNICAL AND PROFESSIONAL SKILLS

CORE COMPETENCIES

CONSULTATION

REDRESS

PROVIDING INFORMATION

OPENNES AND TRANSPARENCY

VALUE FOR MONEY

SETTING SERVICE STANDARDS

ENSURING COURTESY

INCREASING ACCESS

CORE PRINCIPLES (8 BATHO PELE PRINCIPLES)

LEGISLATIVE FRAMEWORK AS A FOUNDATION
ELEMENTS OF COMPETENCY BASED MANAGEMENT

Recruitment, selection & placement

Performance Management
- Personal Development Plan (PDP)
- Learning and Development
- Career and Development
- Employee Relations

Skills Development
- Orient; Ind; Ment; coach

Career Devel & Succession planning

Comp. Manage
- Reward & incentives

Exit Management
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Process Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Capability and Leadership</td>
<td>• Knowledge Management</td>
</tr>
<tr>
<td>People Management and Empowerment</td>
<td>• Service Delivery Innovation (SDI)</td>
</tr>
<tr>
<td>Programme and Project Management</td>
<td>• Problem Solving and Analysis</td>
</tr>
<tr>
<td>Financial Management</td>
<td>• Client Orientation and Customer Focus (Batho Pele)</td>
</tr>
<tr>
<td>Change Management</td>
<td>• Communication</td>
</tr>
</tbody>
</table>
Lead with accurate problem solve Analysis

Lead with clear comun strategies

Lead Service delivery innovation

Lead political & cultural context thru Batho Pele Principles

Lead knowledge and learning

Strategic Capability & Leadership

STRATEGIC PLANNING, GOVERNANCE & MANAGEMENT FRAMEWORK

LEADING PEOPLE, STRATEGY AND TASK EXECUTION MANAGEMENT

ANNUAL PERFORMANCE REPORTING
Lead projects & programmes applying Batho Pele Principles

Lead with accurate problem solving and analysis

Leads and manages project knowledge and learning

Leads with clear communication strategies

Leads and implements Service delivery innovation

PROJECT & PROGRAMME MANAGEMENT

PROJECT AND PROGRAMME MANAGEMENT

DIMENSIONS

PROJECT/PROGRAMME PLANNING

PROGRAMME AND PROJECT PERFORMANCE: M&E

Project & Programme MGT

PROGRAMME AND PROJECT EXECUTION
Mainstream & implement Batho Pele principles

Problem solving and analysis in the financial area

Lead the financial knowledge and learning

Lead finances with clear communication strategies

Lead service delivery innovation

FINANCIAL MANAGEMENT

DIMENSIONS

FINANCIAL PLANNING AND PERFORMANCE

FINANCIAL BUDGETING AND EXECUTION

FINANCIAL PLANNING AND PERFORMANCE
CHANGE MANAGEMENT

Mainstream & implement Batho Pele Principles

Change solving and analysis

Lead knowledge and learning in change mgt

Service delivery innovation

Change communication strategies

DIMENSIONS

CHANGE VISION, CHANGE PLANNING AND STRATEGY

CHANGE RESULTS/IMPACT MONITORING AND EVALUATION

ORGANISATIONAL DESIGN, STRUCTURAL CHANGES AND CHANGE MGT
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.

• Slide 20 therefore serves to clearly identify the different career paths between managerial, technical and professional that can be aligned to ensure that personnel with specialist technical and professional competencies can progress within their careers without becoming managers.

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.
<table>
<thead>
<tr>
<th>CAREER PATHS</th>
<th>MANAGERIAL 100%</th>
<th>TECHNICAL</th>
<th>PROFESSIONAL</th>
<th>OTH/ T/P/M</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Director-General</td>
<td>Chief Executive Technician (DG)</td>
<td>Superintendent General (SG)</td>
<td>50/</td>
</tr>
<tr>
<td>5</td>
<td>Deputy Director-General</td>
<td>Executive Technician (DDG)</td>
<td>Executive Professional (DDG)</td>
<td>60/</td>
</tr>
<tr>
<td>4</td>
<td>Chief Director</td>
<td>Senior Technician (Chief Director)</td>
<td>Senior Professional (Chief Director)</td>
<td>65/</td>
</tr>
<tr>
<td>3</td>
<td>Director</td>
<td>Technician (Director)</td>
<td>Manager (Director)</td>
<td>70/</td>
</tr>
<tr>
<td>2</td>
<td>Deputy Director</td>
<td>Middle Technician (Deputy Director)</td>
<td>Middle Professional (Deputy Director)</td>
<td>80/</td>
</tr>
<tr>
<td>1</td>
<td>Assistant Director</td>
<td>Junior Technician (Assistant)</td>
<td>Junior Professional (Assistant)</td>
<td>80/</td>
</tr>
</tbody>
</table>
Stages in assessment centre design

1. Define Organisational Objectives
   - Gain Commitment

2. Review/validate existing procedures
3. Define competencies
4. Design Programme
5. Train assessors
6. Run Pilot
7. Implement Programme
8. Review and validate

9. Job analysis
10. Select exercises
11. Develop exercises

- Define competencies
- Select exercises
- Develop exercises
## THE PROFICIENCY LEVELS

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>INDICATOR</th>
<th>TRAINING NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not achieved</td>
<td>No ability displayed with regard to the task at hand</td>
<td>Beginner - basic training program to address gap</td>
</tr>
<tr>
<td>2. Partially achieved</td>
<td>A minimum display of working knowledge</td>
<td>An intermediate – training intervention to address gaps</td>
</tr>
<tr>
<td>3. Achieved</td>
<td>fulfilled task requirement</td>
<td>Competent – recommended for an advanced training programme for the level</td>
</tr>
<tr>
<td>4. Exceeded Expectation</td>
<td>Achieved beyond the required performer level.</td>
<td>Advanced – training in preparation for the next performer level.</td>
</tr>
<tr>
<td>PROFICIENCY</td>
<td>TRAINING PROGRAMMES</td>
<td>RECOMMENDATION</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expert</td>
<td>Incentive Training Programmes.</td>
<td>Potential for upward mobility/ Can be considered to be a mentor/coach.</td>
</tr>
<tr>
<td>Achieved / Expert</td>
<td>Incentive Training Programmes.</td>
<td>Potential upward mobility/ Can be considered to be a mentor/coach.</td>
</tr>
<tr>
<td></td>
<td>Training programmes to improve on deficient competencies to move to 100% expert.</td>
<td></td>
</tr>
<tr>
<td>Achieved</td>
<td>Incentive Training Programmes.</td>
<td>Potential upward mobility/ can be considered a mentor/coach.</td>
</tr>
<tr>
<td></td>
<td>Training programmes to improve on deficient competencies to move to 100% expert.</td>
<td></td>
</tr>
<tr>
<td>Partially achieved - Achieved</td>
<td>Training programmes to improve on deficient competencies to move to 100% achieved</td>
<td>Potential upward mobility when reaches level of achieved 100%</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Partially achieved</td>
<td>Training programmes to improve on deficient competencies to move to 100% achieved</td>
<td>Potential upward mobility when reaches level of achieved 100%</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Training programmes to improve on deficient competencies to move to 100% partially achieved</td>
<td>No potential for upward mobility until reaches level of partially achieved and thereafter moves to 100% achieved.</td>
</tr>
</tbody>
</table>
## PERFORMER LEVELS & ASSOCIATED TRAINING PROGRAMMES

<table>
<thead>
<tr>
<th>Junior Management Service (JMS)</th>
<th>Middle Management Service (MMS)</th>
<th>Senior Management Service (SMS)</th>
<th>Executive Management Service (EMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>Deputy Director</td>
<td>Directors and Chief Directors</td>
<td>Deputy Director-General and Director-General</td>
</tr>
<tr>
<td>Managing Self</td>
<td>Managing Self and others</td>
<td>Managing Managers and function</td>
<td>Managing a Programme and Organisation</td>
</tr>
</tbody>
</table>

### SHORT TERM DEVELOPMENT PROGRAMMES ASSOCIATED WITH PERFORMER LEVELS

<table>
<thead>
<tr>
<th>Site visits</th>
<th>Khaedu 1</th>
<th>Khaedu 2</th>
<th>Khaedu 3</th>
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<tbody>
<tr>
<td>Induction and Orientation</td>
<td>Induction and Orientation</td>
<td>Induction and Orientation</td>
<td>Induction and Orientation</td>
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</tbody>
</table>

### MEDIUM TERM DEVELOPMENT PROGRAMMES ASSOCIATED WITH PERFORMER LEVELS

<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Mentoring</th>
<th>Coaching</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Management Development Programme (JMDP)</td>
<td>Middle Management Development Programme (MMDP)</td>
<td>Senior Management Development Programme (SMDP)</td>
<td>Executive Management Development Programme (EMDP)</td>
</tr>
</tbody>
</table>

### LONG TERM DEVELOPMENT PROGRAMMES ASSOCIATED WITH PERFORMER LEVELS

| Technical Programmes and Research work | Technical Programmes and Research work | Exchange programmes; Research work and Sabatticals | Exchange programmes; Research work and Sabatticals |
1st Self Management

2nd Managing Others

3rd Managing Self & Others

4th Managing managers/functions

5th Managing group of functions

6th Managing an enterprise

Accelerated development/Moving from 1st to 3rd and skipping 2nd

Accelerated development/Moving from 2nd to 4th and skipping 3rd

Accelerated development/Moving from 3rd to 5th and skipping 4th

Accelerated development/Moving from 4th to 6th and skipping 5th
LEADERSHIP PROFILES
Background
The OPP measures nine different personality dimensions that are bi-polar. 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.
• 1 day process (COPAS included)
• 2 day process (includes CPP)
• Identify developmental gaps for recruitment and development.
• Proficiency levels with clearly defined behavioural indicators at 6 performer levels.
• Quality Assurance of the process done by a panel of experts.
• Such members will be neutral to the process, discussions are under-way.
• **Panel will be constituted of independent expert practitioners and academics from academic institutions who are independent to the process and who have no commercial interests in the process**
• Clear instructions on what to do with the results i.t.o. developmental interventions.
• Link with the development of PDPs
• Clear explanations on meaning of results e.g short term, medium term and long term development interventions.
• OPP;DPSA; CPP
Discussions