

**THE PERSONNEL
PRACTITIONER'S
GUIDE TO THE CORE
AND THE OCCUPATIONAL
CLASSIFICATION SYSTEM**

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INTRODUCTION

1. PURPOSE OF THE GUIDE

This guide aims to help you understand how the CORE and the Occupational Classification System should be utilised in appointing personnel and contribute towards the managing of their careers in the Public Service.

2. HOW TO USE THE GUIDE

Part one of the guide gives you a basic overview and background to the new Public Service Management Framework implemented with effect from 1 July 1999. It will help you to understand its vision and key features. You should remember that the new management framework gives departments powers to develop their own policies while taking into consideration the requirements of the Public Service Regulations and collective agreements. Part two of the guide gives you a basic overview of how to manage compensation by utilising the CORE and the Occupational Classification System.

PART 1: THE NEW FRAMEWORK

3. A PERSPECTIVE ON THE NEW PUBLIC SERVICE MANAGEMENT FRAMEWORK

- 3.1 The new framework is about changing the way in which the Public Service previously worked to deliver/provide better services to our customers. The new system focuses much more on the delivery of services opposed to a preoccupation with rules and regulations that the Public Service was so well known for. As a management tool the new system enables departments to make appropriate decisions about how they can manage themselves. Departments must develop its own human resource and work organisation policies and practices according to its service delivery objectives and circumstances.
- 3.2 The new approach is very different from the past when detailed policy was determined centrally for the Public Service. The Public Service Staff Code and the Public Service Regulations that were previously prescribed are with effect from 1 July 1999 no longer applicable. Departments must now develop their own policies pertaining to *inter alia* human resources and work organisation taking the minimum requirements set out in the Public Service Regulations into consideration. However, departments still need to consider those aspects pertaining to benefits and allowances that have been included in collective agreements. Departments should comply with the minimum requirements prescribed in the Public Service Regulations in determining policies, plans and practices. Departments will also have to consult with labour on those matters that affect employees.
- 3.3 With the implementation of the new framework the responsibilities of the Minister for Public Service and Administration were redefined. The Public Service Commission will basically serve as an administrative watchdog which

will assist departments by monitoring and evaluating their human resource and work organisation policies and practices. Powers that have traditionally been held by the Public Service Commission have been rearranged between the Minister for Public Service and Administration and executing authorities. It defines their new powers and responsibilities in the following ways:

- The Minister will make policy, regulations and determinations for the Public Service as a whole; and
- Executing authorities will have powers concerning internal human resource and work organisation policies and practices.

3.4 The Public Service Regulations are issued by the Minister for Public Service and Administration. They prescribe principles and measures about the way departments must manage themselves. The Public Service Regulations provide a broad framework, enabling departments to be innovative and responsive to service delivery needs. The collective agreements are reached through the bargaining process between the state as employer and employees as represented by the various employee organisations. They include matters of mutual interest and they are binding on departments.

3.5 The new management framework requires a new mindset. A paradigm shift is required from the old rule and process bound thinking to a results orientated culture. Departments should endeavour to reflect this new way of thinking in their policies. The emphasis is moving from the administration of rules to managing resources for better results. Departments must integrate their planning with their strategic and operational objectives. Executing authorities have the powers to develop policies and practices that:

- Support the core objectives of the department
- Remove barriers to effective and efficient service delivery
- Consider the circumstances of the department; and
- Meet the requirements of applicable prescripts, including legislation, regulations and collective agreements.

Whereas executing authorities have received more powers and responsibilities, the Public Service Regulations require greater accountability and results.

PART 2: MANAGING COMPENSATION IN YOUR DEPARTMENT

4. NEW POWERS OF DEPARTMENTS

4.1 The new management framework gives departments significant powers concerning the management of compensation. Departments have the power to define jobs and to grade them. Various systems have been introduced by the Public Service Regulations to ensure value for money and to improve the flow of information. These systems include:

- Job Descriptions for all jobs in a department
- A job evaluation system that aims to ensure equal grading for work of equal value

- Collective agreements to determine benefits and allowances which give departments some flexibility to set policy.
- Codes of Remuneration (CORE's) that introduces a new system of categorising jobs and gives departments advice on job design and on grading jobs.

4.2 In implementing the new systems departments must balance several obligations, such as:

- They must take collective agreements into account
- In those cases where they have discretion they must establish policies and practices that are consistent, equitable and fair to employees.
- They must also avoid unaffordable commitments by costing all measures and carefully approving them.

5. THE DIFFERENCE BETWEEN UTILISING THE OLD PAS SYSTEM AND THE NEW SYSTEM IN DETERMINING COMPENSATION FOR EMPLOYEES

PRE-REVISED SYSTEM	REVISED SYSTEM
Approximately 320 PAS's	24 CORE's and an occupational classification system
Salary structure was prescribed in item 3 of the PAS	Salary ranges are linked to job weight ranges and contained in the CORE. All CORE's provides for salary ranges 1-15, except Management and General Support, which also provides for salary range 16.
Post class structure was prescribed in item 3.0 of the PAS	Departments can now decide on work organisation and may deviate from the post class structure as contained in the CORE
Job Titles: The PAS system had prescribed job titles such as Personnel Practitioner that was linked to the Post Class Structure. Provision was also made for household rank designations.	Departments can develop their own job titles in so far as these have an appropriate emphasis on service delivery. Departments should ensure that the appropriate occupational classification code is used.
Appointment measures were prescribed in detail in item 8 of the PAS	Advice is provided in the CORE on what the national norm is regarding the competency profile of personnel employed on the particular level in the relevant CORE. In terms of the Public Service Regulations the inherent requirements of the job as contained in the job description should be the basis for selection when filling a post.

<p>Personnel were appointed on the minimum of the prescribed salary range.</p>	<p>Salary ranges are linked to job weight ranges and salaries should in general be awarded on the minimum of salary ranges. The Public Service Regulations provide opportunity to award higher salaries where justified. It can also be considered to award a higher salary where the salary linked to the job weight is inadequate to recruit and retain personnel with the required competencies (See part V of the Public Service Regulations)</p>
<p>Remunerative allowances that were payable were contained in item 9 of the PAS, where appropriate.</p>	<p>Allowances are contained in the collective agreements.</p>
<p>Promotion measures were prescribed in detail in item 11 of the PAS regulating post and rank promotions.</p>	<p>The Public Service Regulations do not provide for the system of rank promotion. However as the system of rank promotion has been retained as part of the employment contract of employees it should still be applied until 30 June 2001 or the date on which a new pay progression system is implemented if it is prior to 30 June 2001. This means that the qualifying periods prescribed in the appropriate PAS should be utilised to grant rank promotion in those cases where provision existed. Promotions that are not rank promotions should be dealt with in the same manner as new appointments.</p>
<p>In some dispensations provision existed to grant cash awards for obtaining higher qualifications.</p>	<p>The new dispensation does not provide for cash recognition, however the position of serving personnel was protected and is contained in the relevant collective agreement.</p>

6. THE OCCUPATIONAL CLASSIFICATION SYSTEM AND ITS ROLE

- 6.1 With the implementation of the Public Service Regulations, the PAS's have been repealed and employees are now classified in terms of the 24 CORE's. Since the CORE's are generic in nature it does not provide a sufficient basis to monitor employment trends in the Public Service. To overcome this problem a new set of occupational categories have been developed. The approach followed with the development of the system was to align it, as far as possible, with the ISCO-88 International Standard Classification of Occupations which was developed by the International Labour Organisation (ILO). This approach also facilitates international comparisons. The core principles of the system are the nature of the job and the skill levels required to do the job. Four

different skill levels are defined by ISCO, namely:

- The first ISCO skill level comprises primary education which generally begins at the age of 5, 6 or 7 and lasts about five years.
- The second ISCO skill level comprises first and second stages of secondary education. The first stage begins at the age of 11 or 12 and lasts about three years, while the second stage begins at the age of 14 or 15 and also lasts about three years. A period of on-the-job training and experience may be necessary, sometimes formalised in apprenticeships. This period may supplement the formal training or replace it partly or in some cases, wholly.
- The third ISCO skill level comprises education which begins at the age of 17 or 18, lasts about four years, and leads to an award not equivalent to a first university degree.
- The fourth ISCO skill level comprises education which also begins at the age of 17 or 18, lasts about three, four or more years, and leads to a university or postgraduate university degree, or the equivalent.

6.2 The system consists of ten major groups, which are further divided into 36 sub-major groups, 96 minor groups, 93 unit groups and 19 sub unit groups. Of the ten major groups, nine have been linked to skill levels. The concept of skill level was not applied in the case of the Major group, National Security Services and Custodian personnel. The reason for this was that based on information from national sources, skills for executing tasks and duties of occupations belonging to this major group vary to such an extent that it would be impossible to link them with any of the four broad skill levels. An example of the various levels of the occupational classification system is set out below:

MAJOR GROUP:	PROFESSIONALS AND MANAGERS
SUB MAJOR GROUP	MANAGERS AND RELATED PERSONNEL
MINOR GROUP	MANAGERS
UNIT GROUP	MIDDLE MANAGERS
SUB UNIT GROUP	MIDDLE MANAGEMENT: HEALTH

6.3 The following briefly outlines the ten major groups of the Occupational Classification System:

- *Elementary occupations*

Elementary occupations are normally responsible for routine, often manual, tasks. With few exceptions, only limited personal initiative and judgement are required. The main tasks consist of the delivery of messages/goods, cleaning, washing, pressing, and property watching and working as labourers. Most occupations in this group require skills at the first ISCO skill level.

- *Administrative Office Workers*

This group comprises two clusters of occupations. The first cluster is referred to as clerks and related personnel and includes occupations whose main tasks require the knowledge and experience necessary to organise, store, compare and retrieve information. The main tasks consist of performing secretarial duties, operating word processors and other office machines, recording and computing numerical data and performing a number of customer-oriented clerical duties. Most occupations in this category require skills varying between the second and third ISCO skill level.

The second cluster is referred to as administrative policy and related personnel and includes occupations whose main tasks are to formulate and advise on government policies of an administrative nature, formulate/administer laws, rules and regulations directly associated with the policies and legislation of the employing institution. Employees in this category are also responsible for inspections to ensure that regulations are complied with. Most occupations in this group require skills varying between the third and fourth ISCO skill level.

- *Professionals and Managers*

This group includes occupations whose main tasks require a high level of professional knowledge and experience in the fields of physical and life sciences, or social sciences and humanities. The main tasks consist of increasing the existing stock of knowledge, applying scientific and artistic concepts and theories to the solution of problems in a systematic manner. This group also includes various levels of managers. The main tasks of the lowest level of managers (middle managers), usually includes the planning, directing and co-ordinating activities of components in a department. Directing daily operations, overseeing the selection, training and performance of staff, liaising with managers of other components and in other departments and representing the department in its dealings with other parts of the organisation or with outside bodies. The main tasks of the second level of managers (senior managers) usually include determining and formulating policies, planning, directing and co-ordinating the general functioning of directorates/chief directorates (or the equivalent thereof) with the help of other managers under her/his control. The highest level of managers in this major group are heads of departments/provincial departments who are accountable for the effective and efficient management of departments/provincial departments/organisational components indicated in schedule 1, 2 and 3 of the Public Service Act, 1994. Most occupations in this major group require skills at the fourth ISCO skill level.

- *Technicians and Associated Professionals*

This group includes occupations whose main tasks require technical knowledge and experience in one or more fields of physical and life sciences, or social sciences and humanities. The main tasks consist of carrying out technical work connected with the application of concepts and

operational methods in the above-mentioned fields. Most occupations in this major group require skills at either the third or fourth ISCO skill level.

- *Service Workers*

Service workers provide personal and protective services related to housekeeping, catering, personal care, protection against fire and unlawful acts, etc. Tasks performed include housekeeping, food preparation, child care, care for persons at homes or institutions, personal care, protection of individuals and property against fire and unlawful acts. Most of the occupations included in this group require skills at the second ISCO skill level.

- *Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel*

Personnel in this major group normally apply their knowledge and skills as part of supplementary and support functions directly associated with Professionals and Technicians. They assist with supporting services like operating specialised equipment/make preparations for specialised tasks to be performed by Professionals/Technicians. They may also render supplementary functions in e.g. the social services fields. Most occupations in this group require skills at the second ISCO level.

- *Craft and Related Trades Workers*

Craft and related trades workers apply their knowledge and skills in the fields of construction, working with metals, erecting structures, maintaining and repairing machinery, printing work and producing handicraft goods. The work is carried out by using equipment/tools to reduce the physical effort and time required for specific tasks, as well as to improve the quality of the products. An understanding of the various stages of the production processes, the materials and tools used and the nature and purpose of the final product is required. Most occupations in this group will normally require skills at the second or third ISCO skill level.

- *Drivers, Operators and Ships' Crew*

Personnel in this major group operate and monitor machinery and equipment and execute deck duties on board vessels. They can also be responsible for the driving of vehicles. The work mainly requires experience and understanding of machinery, equipment, vehicles and vessels. Supervision of other workers may be required. Most occupations in this major group require skills at the second or third ISCO skill level.

- *National Security Services and Custodian Personnel*

Included in this major group are members of the army, navy, airforce, police and correctional services. No specific skill level has been linked to this major group.

- *Information Technology Personnel*

Information Technology Personnel conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data. They also provide assistance to users of micro-computers and standard software packages, control and operate computers and peripheral equipment and carry out programming tasks (complexity may vary) related with the installation and maintenance of computer hardware and software. In some cases they may also receive guidance from managers. Most occupations in this group will usually require skills at the third ISCO skill level.

6.4 Differences in the range of tasks and duties belonging to the same occupation are, at national level, mostly determined by the size of the establishment. For instance, in a small establishment typing and filing may be combined with the duties of a receptionist into one single job, while in a bigger enterprise they may constitute two or three separate jobs. Occupational classifications – national as well as international – define occupations, and occupational groups, by reference to the most common combinations of tasks and duties, and therefore face a problem when, in the case of some occupations, the range of tasks and duties does not correspond to those specified in the classification. It is suggested that in such cases the following rules be applied:

- In cases where the tasks and duties performed require skills usually obtained through different levels of training and experience, jobs should be classified in accordance with those tasks and duties which require the highest level of skills.
- In cases where the tasks and duties are connected with different stages of the production and distribution of goods, processes, tasks and duties related to the production stage should take priority over associated ones unless one of these tasks and duties predominates.

Notes on particular occupations

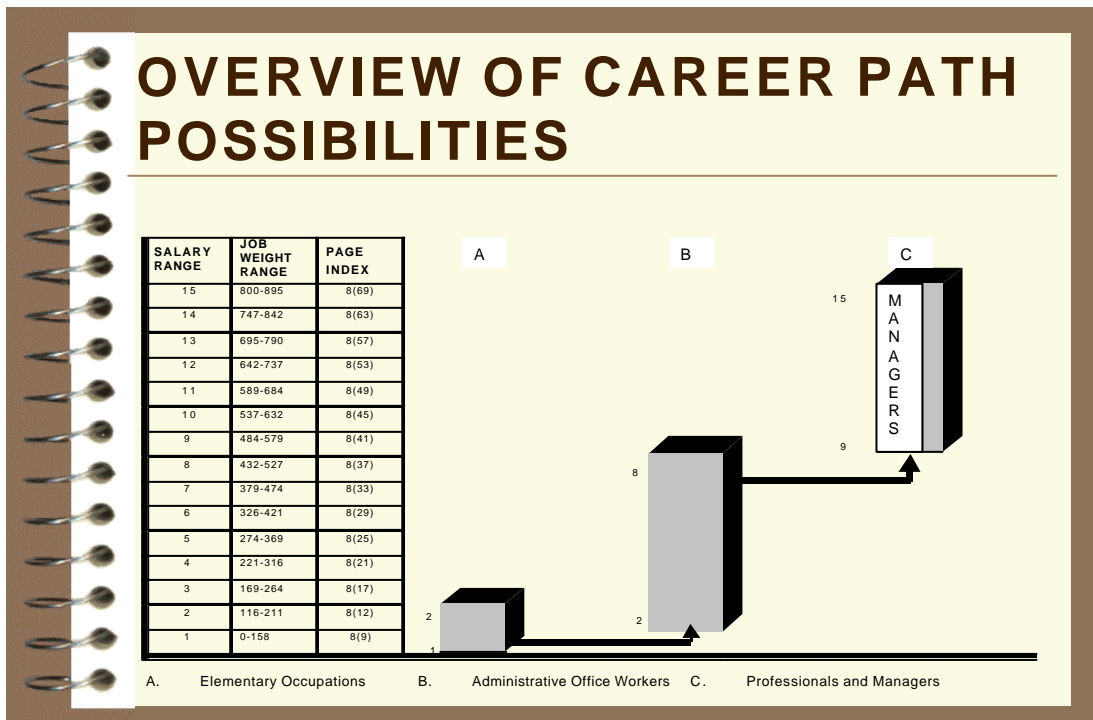
- Supervising occupations, as well as those of a foreman and team leaders, which are mainly concerned with the control of the professional or technical quality of the work done, are classified together with the jobs whose tasks they supervise. However, if the main tasks and duties of a job consist of planning, organising, controlling and directing the daily work activities of a group of subordinate workers, the occupation should be considered as a managerial occupation and classified in the major group Professionals and Managers.
- Coaching occupations primarily concerned with training by continuous observation, assessment and guidance are classified with the occupations whose workers they instruct, in particular trade, craft or machine-operating tasks.
- Occupations concerned with research and development are classified according to the field of specialisation in Professionals and Managers.

- Apprentices and trainees are not classified according to the tasks and activities actually performed but according to their future occupation. In the case of those occupational classes in the Administrative Cadre where provision was made for Pupil ranks e.g. Pupil Personnel Practitioner, they were classified in terms of the tasks they perform. The reason is that the rank was mainly created with a view to enable a person to obtain a formal qualification to address recruitment problems that were encountered. It can not be seen as a natural part of a career as e.g. apprentice in the artisan environment.

6.5 The Public Service Regulations, 1999 require executing authorities to link all posts in their departments with an occupation from the occupational classification system as well as with a CORE. Each CORE provides for various occupational classification codes for each salary range. The latter codes are alpha-numeric and consist of 8 characters. These codes should be used in combination with the salary codes provided for that particular salary range. In order to effect the payment of an employee's salary via PERSAL, departments will have to utilise both the salary codes and the occupational classification codes.

7. THE FORMAT AND LAYOUT OF THE CORE's

7.1 All CORE's have been developed within the same framework. The title of each CORE is reflected by the occupational category on the first page of a CORE. The date of implementation is also reflected on the first page. The titles are generic and include all jobs within a particular functional field. The general scope of service delivery broadly outlines the outputs of the employees appointed in terms of a particular CORE. Information is also provided on statutory requirements, requirements for employment, salary codes, career path possibilities and a profile of the major groups covered in the CORE.



- 7.2 In terms of the graphic display above it is important to note that career paths may develop across major groups in one CORE and even between the different CORE's. One of the objectives of the CORE is to facilitate the development of career paths. The CORE therefore starts on level one and moves up to level 15. It is therefore possible that a person may start out in one of the Elementary Occupations, such as cleaner and as he/she develops move through various occupations in other major groups such as the Administrative Office Workers. The employee may even develop and acquire the necessary competencies over time to be appointed as a manager.
- 7.3 There are two different perspectives to career pathing, namely a personal and an employer perspective. The employer could use the CORE as part of the human resources planning process to determine what the required competencies will be at a particular level, and what competencies employees will need to function at a particular level. The employee's personal development plan can then be structured by using the information contained in the CORE.
- 7.4 It should be accepted that an individual employee's development goals and that of the employer might differ. The individual employee can determine what he/she will have to do in terms of personal development to fulfil his/her aspirations. Such a decision can be assisted by analysing the information contained in the CORE in terms of the required competencies as indicated per level in the CORE.
- 7.5 The prescripts such as job weight range, salary range, salary code and occupational classification are prescribed as indicated in the following format:

PRESCRIPTS				
JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80009	C6010307	Middle Managers: Health Sciences
484-579	9	80009	C3050100	Occupational Therapy
484-579	9	80009	C3050200	Physiotherapy

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7.6 Guidelines are provided in the CORE on job profiles and competency profiles as indicated in the format below. Some of the headings are not applicable to all levels and where not appropriate it was omitted from the CORE on those levels.

GUIDELINES IN CORE'S

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
GENERIC JOB CONTENT	EXAMPLES OF JOB OUTPUTS	KEY COMPETENCIES	LEARNING INDICATORS
(a)	(b)	(c)	(d)
Level 9: Technicians and Associate Professionals UTILISATION CAPACITY: AUTONOMY: USAGE OF EQUIPMENT AND MACHINERY: INVOLVEMENT IN STORES: ADVICE: JOB INFORMATION: PROBLEM SOLVING: PLANNING: DECISION MAKING: INTERACTION WITH CLIENT/STAFF: SUPERVISORY/MANAGEMENT OF PERSONNEL		KNOWLEDGE: SKILLS: COMMUNICATION: CREATIVITY:	QUALIFICATIONS: EXPERIENCE: TRAINING: STATUTORY REQUIREMENTS:

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7.7 When reading the guidelines that are contained in the CORE it is important that the basic fundamentals are understood. A common problem is that the users of the CORE want to read the CORE in the same fashion as the old PAS. The guidelines in the CORE have been structured in a particular way to accommodate the grouping of various occupations in the same field of service delivery.

7.8 Column A, with the heading generic job content, deals with those factors that different jobs have in common. The occurrence/utilisation of these generic factors in a particular job will to a large extent determine the relative value of different jobs at the different levels. These are the factors that distinguish e.g. an elementary job from a professional/management job. The way in which the job is structured will have a direct impact on the competencies required to function effectively. The content of the generic factors is as follows:

Utilisation Capacity	Refers to how people are utilised in terms of their employment. Distinctions can be made between people in training, support, production supervisory and management positions. The way in which people are utilised will impact directly on the competencies that will be required to function effectively. This factor, read in conjunction with the factor autonomy, will influence all other generic factors.
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Autonomy	Indicates the extend to which a job is structured. It also links directly with the examples of job outputs in column B.
Financial Resources	Refers to the financial responsibility a job carries. Variations may include the responsibility as a budget holder, managing a project budget or making inputs into the budgeting process as well as monitoring
Responsibility for equipment and Machinery	Responsibility in terms of monetary value for equipment utilised/controlled is not necessarily generally prevailing in all jobs. On a management level the overall responsibility for equipment may become more important.
Involvement in Stores	Responsibility in terms of monetary value for stock controlled is not necessarily generally prevailing in all jobs as employees tend to mostly obtain provisions or equipment from the stores. On a management level the overall responsibility may become more important.
Advice	Refers to providing interpretation/clarification regarding options that a client/customer might consider that could therefore influence their decision making. The employee providing the advice may have discretionary power in terms of the type of advice provided.
Job Information	Refers to the type of information that a post holder must absorb and understand in the working environment to enable the employee to perform his or her duties.
Problem Solving	Refers to the nature of the problems dealt with and the processes utilised by employees to deal with problems in the working environment.
Planning	This factor looks at the extent to which employees are involved in planning in the work environment, either their own work, that of a component or organisational entity. The contributions made to the broader planning process should also be considered. On management levels the involvement in the operational and strategic planning processes should not be overlooked.
Decision Making	Refers to the type of decisions employees are required to make as well as the implications thereof .
Interaction with clients and staff	Refers to contact with other people/organisations as well as the frequency, nature and complexity of the contact which can influence/impact on the quality of service an employee delivers.
Supervision/Management of personnel	Refers to the formal and informal supervision/management actions required by employees with authority over other employees.

7.9 Column B contains examples of job outputs. These outputs can be deducted from job descriptions, but do not attempt to replace individual job descriptions. In this column an indication will be given of what the various occupational streams in a particular field of service delivery are, once the CORE's are fully

developed. These occupational streams can be linked to the occupational classification system according to which personnel are appointed.

- 7.10 The competency profile as contained in column C is those factors that personnel will require to function effectively on a particular level. It should be noted that there is a direct relationship between the generic job content in column A and the key competencies to function effectively as contained in column C. The key competency, knowledge should be read with the document dimensions of knowledge attached at the back of each CORE.
- 7.11 Column D focuses on learning indicators. Learning indicators are those indicators that can inform the development of a competency profile. The guidelines in this column take a closer look at qualifications, experience, training and statutory requirements. In terms of qualifications, the CORE advise on qualifications which will normally equip a person to meet the required competency profile. However, this does not address the debate on the recognition of prior learning and qualifications should not be regarded as the only indicator of competencies. In future valuable information will be provided by the Standard Generating Bodies of the NQF. The advice provided on experience has been broadened in terms of the categories to move away from the limitations placed by narrowly defined qualifying periods prescribed in the PAS system. The advice on experience also corresponds with information contained in salary surveys. The fact that the advice has been defined so broadly supports the requirements that the Public Service Regulations lay down, in that only the inherent requirements may be considered in the filling of posts. It is therefore possible that two jobs in the same CORE on the same level may have different experience requirements, due to different inherent requirements. Furthermore it supports the notion that individuals develop at different speeds, a fact negated by the standardisation of experience requirements contained in the PAS.
- 7.12 Training refers to those short interventions that do not necessarily lead to a formal qualification. Training should equip the individual to deal with his/her work environment or enhance work performance. Although statutory requirements are listed under the guidelines in the CORE it should be remembered that such requirement is contained in an Act of Parliament and should at all times be complied with. Failure to do so can lead to the employer being held liable, for not ensuring that its employees meet the laid down requirements.
- 7.13 Because different levels of knowledge and competence can be required to perform different tasks in a similar environment, provision was made to distinguish between the differences in knowledge of the same topic. The field of knowledge has been divided into different categories with broad definitions explaining the differences in application. The differences in the dimensions of knowledge are reflected in the following format in the CORE:

LAYOUT OF CORE (CONTINUE)

✓ EXAMPLES OF CATEGORIES FOR DIFFERENT KNOWLEDGE LEVELS

DIMENSIONS OF KNOWLEDGE				
FIELD	CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D
Finance	Basic financial procedures that must be followed during (e.g. receiving of funds) payments on behalf of the State.	Financial regulations and instructions which must be followed during the normal course of work. That could include matters such as assisting in the budgeting process/ compiling a small budget.	How to execute overall control of budgets of sections/projects/components. Financial management practices that could be followed to limit financial losses.	How to develop/ implement policies/ financial practices that will assist the Public Service/ Department to improve effective utilisation of funds.

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8. APPOINTING AN EMPLOYEE IN TERMS OF THE CORE AFTER 1/7/99

- 8.1 In terms of the Public Service Regulations it is required to have a job description for all posts with effect from 1/4/2000. If a job description is not available it should first be compiled before a post can be filled. The inherent requirements as stipulated in the job description should be used as selection criteria when filling the post.
- 8.2 The post should be linked to a CORE. To determine which CORE will be the most suitable the area of service delivery as summarised in the first page of the CORE's should be compared with the job purpose and main objectives as contained in the job description.
- 8.3 The post should also be linked to the occupational classification system. The Occupational Classification System divides occupations in the public service into major groups and those major groups are broken down to smaller units. This will enable you to distinguish between different occupations that are employed in terms of the same CORE.
- 8.4 In order to award a salary to an employee it should be decided to what level the post will be linked. Job weight ranges are linked to salary ranges and these prescripts are contained in the CORE. In terms of the Public Service Regulations an executing authority shall generally set the salaries on the minimum of the salary ranges, but provision exist to award higher salaries if complied with the preconditions in the Public Service Regulations.
- 8.5 When awarding a higher salary it should be remembered that the decision will have to be motivated and the national norm as contained in the CORE will be a benchmark. It should also comply with departmental policies developed in this regard.

- 8.6 In order to effect payment of salaries it will be required to use a prescribed salary code as contained in a CORE as well as one of the occupational classification codes that are contained in the CORE's.
- 8.7 The collective agreements should be consulted to determine whether any non-pensionable allowances are payable.
- 8.8 It should be born in mind that the system of rank promotion has not yet been replaced and therefore it should be determined whether new appointees qualify for rank promotion in terms of an appropriate previous PAS (up to 30 June 2001). It should be determined whether provision was made to provide rank promotion on the relevant level and if applicable it will influence the future career path of the individual concerned.

9. THE CORE AND PERSAL

9.1 ELECTRONIC TRANSFER

9.1.1 To facilitate the translation of personnel from the PAS to the CORE the majority of personnel had been translated electronically by PERSAL with implementation of the CORE. It was required from Departments to validate the translations as well as to translate those personnel that had not been translated programmatically. The translation to the CORE consisted of the following two phases-

- Translation of employees; and
- Translation of the posts on the establishment

To accommodate the new Management Framework it was also necessary to make amendments to the PERSAL system.

9.2 TRANSLATION OF EMPLOYEES THAT WERE NOT TRANSLATED PROGRAMATICALLY TO THE CORE

9.2.1 PERSAL distributed reports to Departments indicating particulars of all employees that were not translated programmatically to an applicable CORE with effect from 1 July 1999. Each Department then had to determine the applicable CORE for a specific employee and had to translate the person to the CORE at function 4.6.7. (Promotion/Translation in Rank) on PERSAL. The specific posts also had to be aligned with the CORE details of the employees, to avoid unnecessary out of adjustment employment. The post had to be created at function 3.3.1 (Create: Posts) in accordance with the correct CORE. When a new post was created, the employee had to be moved to the correct post and the incorrect post had to be abolished.

9.3 APPOINTMENTS ON PERSAL

9.3.1 When a new appointment is effected on PERSAL the new employee should be linked to an appropriate CORE. Before initiating the process on PERSAL at functions 4.2.3 (Create: Offer) , 4.2.4 and 4.2.5 (Create: Assumption of Duty

1), the post details must be verified to ensure that the CORE details of the post correspond with the CORE details of the employee. (If the post details are incorrect it could be amended at function 3.3.2 (Amend: Posts) or a post should be created according to the correct CORE at function 3.3.1. (Create: Posts) and the incorrect post should be abolished at function 3.3.3.)

9.4 TRANSFERS BETWEEN DEPARTMENTS

9.4.1 When an employee is transferred to the Department it is done at function 4.6.5 (Transfer) on PERSAL. The information relating to the CORE of such an employee needs to be verified as soon as the transfer transaction has been updated on PERSAL. Due to the fact that Departments can determine themselves which CORE will be utilised, it is necessary for the receiving Department to determine the applicable CORE for the transferred employee and to amend the CORE details of such an employee if necessary at function 4.6.7 (Promotion/Translation in Rank). The CORE details of the post on the establishment of the receiving Department must also be verified (and amended if necessary) as discussed above.

9.5 PROMOTIONS AND TRANSLATIONS IN RANK

9.5.1 When an employee is translated in rank at function 4.6.7 (Promotion/Translation in Rank) on PERSAL, the details of such an individual relating to the CORE must be amended to align it with his/her new post. The details of the post he/she is occupying on the establishment of a Department must again be verified against that of the CORE to ensure consistency between that of the employee and the post he/she is occupying.

9.5.2 In the case of a post promotion the employee's promotion is entered on PERSAL at function 4.6.7.(Promotion/Translation in Rank) (the CORE details of the person are also changed if necessary) and usually the employee is transferred to the higher post on PERSAL. Departments must again ensure that the CORE details of the employee and his/her new post are aligned.

9.5.3 In the case of a rank promotion the employee's promotion is entered on PERSAL at function 4.6.7.(Promotion/Translation in Rank), along with the new CORE details. A new post also needs to be created for such an employee with new CORE details and he/she should be absorbed in the new post. Once it is updated by PERSAL the old post must be abolished.

9.6 ABNORMAL APPOINTMENTS (FUNCTION 5.8.1)

9.6.1 Although abnormal appointments do not reflect on the establishment of a Department, because it's not linked to a post, it should also be effected in accordance with a CORE. The composition of the employee's job will directly influence in terms of which CORE the individual will be appointed. If a Department has employees currently appointed at function 5.8.1(Extraordinary Appointment) and the employee is not appointed in accordance with a CORE, the services of such employees must be terminated at function 5.8.4 and they

should be re-appointed with the correct CORE details at function 5.8.1(Extraordinary Appointment).

9.7 THE POST ESTABLISHMENT ON PERSAL AND THE CORE

9.7.1 PERSAL was adapted to make provision for the information of the CORE for each post on the establishment of a Department. Fields that are important (mandatory) to complete regarding the CORE for each post are the following:

- Salary code
- Occupational classification
- Job title

9.7.2 The salary code and the occupational classification codes are contained in the CORE's. Job title codes should be determined and created by each Department and can be obtained from table 824 on PERSAL. PERSAL reports regarding establishment matters have also been adjusted to provide this information.

9.7.3 The employment of personnel out of adjustment was mostly reduced when the CORE was implemented on PERSAL, due to the fact that a post can be created for each salary level in a specific CORE. When personnel are employed additional to the fixed establishment of a Department, such an appointment should be created according to a specific CORE, similar to the creation of a permanent post. The only difference is the period of existence connected to an additional employment. Contract appointments and casual appointments are usually created as additional employments on PERSAL.

10. COMPILING ADVERTISEMENTS USING THE CORE

10.1 With the implementation of the Public Service Regulations, 1999 appointment measures are no longer prescribed centrally and should be determined by executing authorities. The appointment requirements must be based on the inherent requirements of a job and the requirements for employment should be determined in terms of competencies (training, knowledge, skills, attributes, etc.). For each salary range the CORE provides the following:

- possible job content;
- necessary and desirable competencies for the job;
- indicators of competencies;
- desirable characteristics for employment and promotion within an occupational category defined by a CORE.

10.2 In compiling an advertisement by using the CORE the following procedure could be considered:

- **Compile a Job description**

The inherent requirements of a job must be recorded in the job description of such a post and the information contained in the job description as well

as the guidelines contained in the appropriate CORE should be utilised to determine the requirements for appointment.

- **Evaluate the Job if required**

Part III F.I of the Public Service Regulations, 1999, requires that before creating a post for any newly defined job, or filling a vacancy on grade 9 or higher, the executing authority shall utilise the job evaluation system to evaluate the job, unless the specific job has been evaluated previously.

- **Determine the appropriate CORE for employment**

The general scope of service delivery provided on the front page of each CORE should be utilised to determine the appropriate CORE. Information in the CORE are grouped by major group as defined in terms of the Occupational Classification System e.g. Elementary Occupations, Craft and Related Trades Workers etc.

- **Determine the appropriate level for employment (if not provided due to job evaluation)**

Information given in the guidelines includes the generic job content, examples of job outputs, key competencies and learning indicators. By using this information and the information contained in the job description, it will be possible to determine on which level the post should be filled and therefore which salary should be linked to it.

- **Compile the advertisement**

After the correct CORE, salary range, salary code and occupational classification have been identified it will be possible to compile an advertisement. However, before advertising and filling the post it must be ensured that sufficient funds are available and that all policies on filling posts had been adhered to.