

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of clerical and administrative personnel</li> <li>* Limited authority in respect of quality control</li> <li>* Training/development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Criteria that must be compiled with to qualify for e.g. medical assistance by the State</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>		

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<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Assist with budget</li> <li>* Person may still be responsible for the handling of cash</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> <li>* Completion of forms</li> <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Conflict resolution</li> <li>* Research</li> <li>* Analytical thinking</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation</li> <li>* Routine notes, memo's and reports</li> <li>* Negotiations</li> <li>* Motivation</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	

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<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* General to specialist administrative tasks of which the work content is complex and requires occasional interpretation within an established framework</li> <li>* Policy development</li> </ul>	<ul style="list-style-type: none"> <li>* Input, advice and improvement regarding application and interpretation of functional directives, practices and procedures including to:-                             <ul style="list-style-type: none"> <li>- Assist with expenditure control and budgetary process</li> <li>- Advance training material</li> <li>- Value property</li> <li>- Correspond on policy issues</li> <li>- Compile annual reports</li> <li>- Ensure compliance with statutory obligations which may include inspections</li> <li>- Control the awarding of benefits</li> <li>- Assist manager with work related matters</li> <li>- Evaluate valuations of property</li> </ul> </li> <li>* Report to manager the status of work</li> <li>* Provide specialised information</li> <li>* Administer finance in terms of Exchequer Act</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a variety of work ranges and procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Data capturing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do basic research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Knowledge of statistics</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulation and editing</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: No experience</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Associated Valuer with the South African Council for Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of clerical personnel at lower levels</li> <li>* Limited authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation</li> <li>* Routine notes, memo's and reports</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	

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<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/ providing information</li> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist clerical and administrative tasks of which the work content is difficult and requires occasional interpretation within an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Person may still be responsible for the handling of cash</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul>	<ul style="list-style-type: none"> <li>* Routine administrative outputs within given parameters such as:                             <ul style="list-style-type: none"> <li>- Tenders and enquiries</li> <li>- Overall co-ordination and control of allocated tasks/resources</li> <li>- Gather and process information</li> <li>- Interpret statistics</li> <li>- Editorial services</li> <li>- Testify in court cases</li> <li>- Control work statistics</li> <li>- Inform and educate road users</li> <li>- Promote sport</li> <li>- Correspond on policy issues</li> <li>- Ensure compliance with statutory obligations which may include inspections</li> <li>- Control assessments and tariffs</li> <li>- Institute claims</li> <li>- Issue subpoenas</li> <li>- Report to manager the status of work</li> </ul> </li> <li>* Issue receipts</li> <li>* Office: PC, photocopier, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work ranges and procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A/B)</li> <li>* Training (category B)</li> <li>* Safety (category A/B)</li> <li>* Stores (category B)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category B/C)</li> <li>* Reporting procedures</li> <li>* How to do basic research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Knowledge of statistics</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulation and editing</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Conflict resolution</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> <li>* Tertiary qualification No experience</li> </ul>

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKERS**

# SALARY RANGE 6

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAG E
			CODE	OCCUPATION		
326-421	6	80150 50150 D	B1010200	Finance clerks and credit controllers	• Administrative Office Workers	6 (35)
			B1010600	Other administrative and related clerks and organisers	• Administrative Office Workers	6 (35)
			B2010000	Diplomats	• Administrative Office Workers	6 (35)
			B2030000	Identification experts	• Administrative Office Workers	6 (35)
			B2040000	Other administrative policy and related officers	• Administrative Office Workers	6 (35)
			C5050100	Appraisers, valuers and related professionals	• Professionals and Managers	6 (38)



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<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are mainly reached by applying mainly routine job processes but occasionally comparing possible courses of action</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Mostly in respect of own work</li> <li>* Decisions may be taken in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic interaction</li> <li>* More detailed general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of general clerical responsibilities at lower levels</li> <li>* Limited authority in respect of quality control</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* How to apply for an identity document</li> <li>* Criteria that must be complied with to qualify for e.g. medical assistance by the State</li> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring simple explanation</li> <li>* Routine notes/memo's/letters</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 5: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/ providing information</p> <p><b>AUTONOMY</b>                      * General clerical tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Person may be responsible for the handling of cash</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instructions/guidance on several closely related subject areas which are straight forward                      * Give work instructions on a single subject area to subordinates                      * Responsible for conveying procedural information in certain cases</p>	<p>* Routine administrative outputs within given parameters such as:                      - Tenders and enquiries                      - Overall co-ordination and control of allocated tasks/resources                      - Gather and process information                      - Interpret statistics                      - Editorial services</p> <p>* Counter services (which may also include e.g. the payment of pensions)</p> <p>* Office: PC, photocopier, etc.</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-                      * Finance (category A/B)                      * HR matters (category A/B)                      * Training (category B)                      * Stores (category B)                      * Data Capturing                      * Administration procedures relating to specific working environment including norms and standards                      * Planning and organising (category B)                      * Reporting procedures                      * How to do basic research/gather information                      * Procurement directives and procedures                      * Knowledge of statistics                      * Computer (category A)</p> <p><b>SKILLS</b>                      * Mathematics                      * Organising                      * Ability to perform routine tasks                      * Ability to operate computer (both hardware and software)                      * Basic interpersonal relationship                      * Problem solving                      * Maintaining discipline                      * Formulation and editing</p>	<p><b>QUALIFICATION</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent:                      Between 5 and 10 years                      * Grade 12 or equivalent:                      Between 2 and 5 years</p>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80149	B1010200	Financial clerks and credit controllers
			50149 D	
		B1010600	Other administrative and related clerks and organisers	
			B2030000	Identification experts

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	6 (31)
• Administrative Office Workers	6 (31)
• Administrative Office Workers	6 (31)



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<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
information in certain cases			

<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are mainly reached by applying mainly routine job processes but occasional possible courses of action may be compared with each other</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Mostly in respect of own work</li> <li>* Decisions may be taken in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic interaction</li>   <li>* Basic, general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of general clerical responsibilities at lower levels</li> <li>* Limited authority in respect of quality control</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li>   <li>* How to apply for an identity document</li> <li>* Criteria that must be complied with to qualify for e.g. medical assistance by the State</li>   <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	
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**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/ providing information</p> <p><b>AUTONOMY</b>                      * General clerical tasks of which the content is straight forward but requires some interpretation</p> <p><b>FINANCIAL RESOURCES</b>                      * Person may be responsible for the handling of cash                      * Assist with budget</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instructions/guidance on several closely related subject areas which are straight forward                      * Give work instructions on a single subject area to sub-ordinates                      * Responsible for conveying procedural</p>	<p>* Handle less complicated routine correspondence/enquiries</p> <p>* Mentoring including in service person to person training of new appointees/other personnel</p> <p>* Oversee work performance</p> <p>* Issue resources</p> <p>* Inspect work</p> <p>* Allocate tasks</p> <p>* Guide and advice clients</p> <p>* Obtain resources</p> <p>* Process statistics</p> <p>* Update data bank</p> <p>* Counter services (which may also include e.g. the payment of pensions)</p> <p>* Office: PC, photocopier, etc.</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A)</li> <li>* Training (category B)</li> <li>* Data capturing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do basic research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Knowledge of statistics</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Literacy</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 2 and 5 years</li> <li>* Grade 12 or equivalent: Between 0 and 2 years</li> </ul>

# **GUIDELINES:**

# **ADMINISTRATIVE OFFICE WORKERS**



# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80148	B1010200	Financial clerks and credit controllers
		50148 D	B1010600	Other administrative and related clerks and organisers
			B2030000	Identification experts

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	6 (27)
• Administrative Office Workers	6 (27)
• Administrative Office Workers	6 (27)

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instructions/guidance on several closely related subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are mainly reached by applying mainly routine job processes</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions will mostly be in respect of own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic interaction</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/ providing information</p> <p><b>AUTONOMY</b>                      * Elementary and routine clerical tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Person may be responsible for the handling of cash</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p>	<ul style="list-style-type: none"> <li>* Handle less complicated routine correspondence/enquiries</li> <li>* Provide supplies</li> <li>* Keep registers</li> <li>* Control over keys</li> <li>* Mentoring including in service person to person training of new appointees/other personnel</li> <li>* Report problems</li> <li>* Compile roster</li> <li>* Identify work areas</li> <li>* Check info system data</li> <li>* Compile documents</li> <li>* Organise filing system</li> <li>* Issue resources</li> </ul> <p>* Counter services</p> <p>* Office: PC, photocopier, etc</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A)</li> <li>* HR matters (category A)</li> <li>* Data Capturing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category A)</li> <li>* Reporting procedures</li> <li>* How to do basic research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Clients needs</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 0 and 2 years</li> <li>* Grade 12 or equivalent: No experience</li> </ul>

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
	* Public		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b> * Messenger services</p> <p><b>AUTONOMY</b> * Structured work content with a few well-defined tasks</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards efficient property management</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions will mostly be in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Fetch and deliver documents and articles</p> <p>* Distribute and collect documents and articles</p> <p>* Stationary</p> <p>* Offices</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:-</p> <ul style="list-style-type: none"> <li>* Stores (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Courier services (category A)</li> <li>* Planning and organising (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic numeracy</li> <li>* Basic literacy</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Basic interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's</li> </ul>	<p><b>QUALIFICATION</b> * ABET, where applicable</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * ABET: Between 2 and 5 years</p>

# **GUIDELINES:**

# **ELEMENTARY OCCUPATIONS**

# SALARY RANGE 3

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAG E
			CODE	OCCUPATION		
169-264	3	80147 50147 D	A1020000	Cleaners in offices, workshops, hospitals, etc.	• Elementary Occupations	6(21)
			A2010000	Messengers, porters and deliverers	• Elementary Occupations	6 (21)
			B1010200	Financial clerks and credit controllers	• Administrative Office Workers	6 (23)
			B1010600	Other administrative and related clerks and organisers	• Administrative Office Workers	6 (23)
			B2030000	Identification experts	• Administrative Office Workers	6 (23)
			C5050100	Appraisers, valuers and related professionals	• Professionals and Managers	6 (38)



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions will mostly be in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Co-workers * Supervisors * Public</p>		

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/providing information</p> <p><b>AUTONOMY</b> * Elementary and routine clerical tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b> * Person may be responsible for the handling of cash</p>	<ul style="list-style-type: none"> <li>* Assistance given to promote youth and cultural affairs as well as sport activities</li> <li>* Perform administrative activities efficiently</li> <li>* Regulate application of agricultural control measures</li> <li>* Control Agricultural Credit</li> <li>* Identify individuals</li> <li>* Improve sport activities</li> <li>* Regulate entry and departure of travellers</li> <li>* Compile registers</li> <li>* Capture data</li> <li>* Update job cards</li> <li>* Complete documents</li> <li>* File documents</li> <li>* Register documents</li> <li>* Compile transport documents</li> <li>* Monitor private placement centres</li> <li>* Register births, adoptions, deaths etc.</li> <li>* Prepare payments</li> <li>* Process documents</li> <li>* Support airport functions</li> </ul> <p>* Counter services</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary clerical duties such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A)</li> <li>* HR matters (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category A)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Literacy</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Basic interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul>	<p><b>QUALIFICATION</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent: No experience</p>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>PLANNING</b> * Planning in respect of own work  <b>DECISION MAKING</b> * Decisions will mostly be in respect of own work  <b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction	* Co-workers * Supervisors * Public		

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</li> <li>* Messenger services</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Structured work content with a few well-defined tasks</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment and machinery</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute towards efficient property management</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Basic maintenance of equipment and reporting defects</li> <li>* Perform duties related to the printing and distribution of documents</li> <li>* Distribute cleaning equipment</li> <li>* Stores services</li> <li>* Fetch and deliver documents and articles</li> <li>* Distribute and collect documents and articles</li> </ul> <ul style="list-style-type: none"> <li>* Ancillary: Cleaning equipment, handtools, etc</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> </ul> <ul style="list-style-type: none"> <li>* Offices</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a limited range of work procedures and elementary duties such as:-</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Equipment (category A)</li> <li>* Stores (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Courier services (category A)</li> <li>* Planning and organising (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic numeracy</li> <li>* Basic literacy</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment and machines</li> <li>* Basic interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* ABET, where applicable</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* ABET: Between 0 and 2 years</li> </ul>

# **GUIDELINES:**

# **ELEMENTARY OCCUPATIONS**

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80146 50146 D	A1020000	Cleaners in offices, workshops hospitals, etc.
			A2010000	Messengers, porters and deliverers
			B1010200	Financial Clerks and credit controllers
			B1010600	Other administrative and related clerks and organisers
			B2030000	Identification experts

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	6(14)
• Elementary Occupations	6(14)
• Administrative Office Workers	6(17)
• Administrative Office Workers	6(17)
• Administrative Office Workers	6(17)

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 1: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b>                      * Simple and routine tasks that require the use of hand-held tools and often requires some physical effort                      * Messenger services</p> <p><b>AUTONOMY</b>                      * Structured work content with a few well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, etc.</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Uses stores</p> <p><b>LAND AND BUILDINGS</b>                      * Basic maintenance of buildings and public works</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Refer problems to supervisor</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic interaction</p>	<p>* Clean and create an orderly working environment                      * Clean vehicles                      * Operate cleaning machines and basic maintenance thereof                      * Elementary support to higher level work outputs                      * Fetch and deliver documents and articles                      * Distribute and collect documents and articles</p> <p>* Ancillary: Cleaning equipment, etc.</p> <p>* Clean offices</p> <p>* Co-workers                      * Supervisors</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a few repetitive tasks such as:                      * Cleaning (category A)                      * Equipment (category A)                      * Courier Services (category A)</p> <p><b>SKILLS</b>                      * Basic literacy                      * Ability to operate elementary machines and equipment</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p><b>QUALIFICATION</b>                      * ABET, where applicable</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * ABET: No experience</p>



# **GUIDELINES:**

# **ELEMENTARY OCCUPATIONS**

# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80145	A1020000	Cleaners in offices, workshops, hospitals, etc.
		50145 D	A2010000	Messengers, porters and deliverers

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	6(11)
• Elementary Occupations	6(11)

**C. PROFESSIONALS AND MANAGERS**

Personnel in this group are busy with increasing the existing pool of knowledge, applying scientific or artistic concepts and theories. Tasks performed usually include conducting analysis and research, developing concepts, theories and operational methods and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology and also to life sciences including the medical profession, as well as social sciences, humanities and legal and social services. Included in this category are managers who are primarily responsible to formulate policies, plan, direct and co-ordinate the general functioning of an organisation or (a) component(s) thereof. Most of the occupations in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Appraisers, valuers and related professionals.	3,6-10	6(38)-6(73)
2. Middle Managers: Administrative related	9-12	6(64)-6(83)
3. Senior Management	13-15	6(88)-6(100)

**NOTE:** Although this CORE provides mainly for managers from salary range 9 to 15, it should be noted that professionals can also progress to higher salary ranges provided that it is justified in terms of the results of job evaluation.

education which normally starts at the age of ±13. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Financial clerks and credit controllers	2-8	6(17)-6(52)
2. Other administrative and related clerks and organisers	2-9	6(17)-6(60)

**B.2 Administrative Policy Formulating and Related Personnel**

Formulate or advise on government policies of an administrative nature, formulate laws, rules and regulations directly associated with the policies and legislation within the ambit of the employing institution. Most of the occupations included in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree or equivalent. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Identification experts	2-8	6(17)-6(52)
2. Diplomats	6-10	6(35)-6(69)
3. Other administrative policy and related officers	6-10	6(35)-6(69)

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

Elementary occupations are normally responsible for simple and routine tasks. It mainly requires the use of hand held tools and often it requires some physical effort. Furthermore, it also includes the delivery of messages or goods. Supervision of other workers may be included. Most of the tasks at this level require skills normally obtained through  $\pm 5$  year's education which normally begins at the age of  $\pm 7$  years. Examples of typical jobs in this category are indicated in the table below:

JOBS	SALARY RANGES	PAGE NUMBER
1. Cleaners in Offices, workshops, hospitals, etc.	1-3	6(11)-6(21)
2. Messengers, porters and deliverers	1-3	6(11)-6(21)

### B. ADMINISTRATIVE OFFICE WORKERS

#### B.1 Clerks and Related Personnel.

Record, organise, store, compute and retrieve information related to the work in question. Other tasks that are also included is the recording of written information on paper, or computers. Other clerical tasks could include contact with the public/clients. Most of the occupations included in this group will normally require skills normally obtained through between 3 and 6 year's of

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
		<p>(l) Policy /objectives formulation, development, analysis and implementation                      (m) Budgeting                      (n) Facilitation                      (o) Conflict management                      (p) Financial management                      (q) Leadership                      (r) Planning and organising                      (s) Training                      (t) Compiling management reports</p> <p>The ability to analyse, handle objections/ appeals, communicate, negotiate, operate computer, make presentations, motivate, build a team, write notes, memo's, reports, letters and draft speeches and cabinet memorandum as well as developing policies.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies towards obtaining a university degree/national diploma or specific skills and knowledge required to function as a manager.</p>

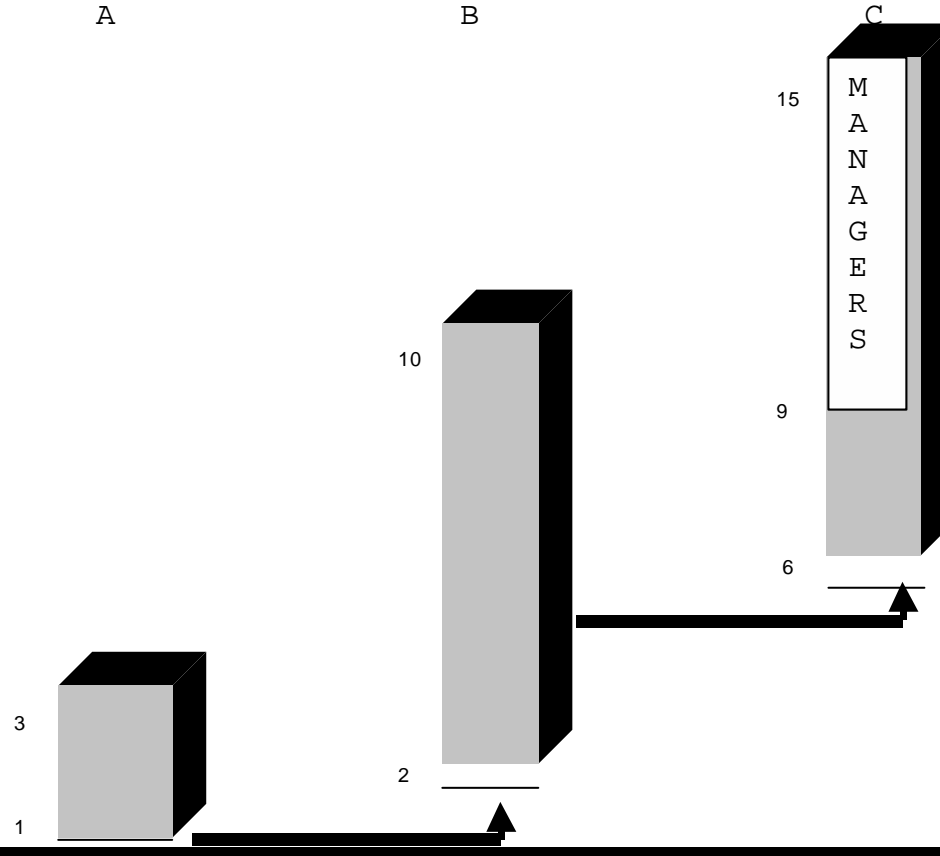
**CORE'S THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT**

- Management and General Support Personnel
- Economic Advisory and Support Personnel
- Human Resource and Support Personnel
- Legal and Support Personnel
- Regulatory and Support Personnel

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ELEMENTARY OCCUPATIONS</b>	Administrative Office Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary clerical duties e.g. finance, administrative practices, dispatching and receiving procedures, drafting letters, memo's as well as the ability to capture data, operate computer and collecting statistics.</p> <p>Knowledge and skills in agricultural control measures, court procedures, identifying individuals, road safety, regulating travelers, youth and cultural affairs, airport functions, filing and processing systems as well as registering births, deaths, adoptions, etc.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to Grade 10.</p>
<b>ADMINISTRATIVE OFFICE WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in the following areas :</p> <ul style="list-style-type: none"> <li>(a) Foreign affairs</li> <li>(b) Property valuations</li> <li>(c) Sports promotions</li> <li>(d) Agricultural legislations</li> <li>(e) Roads safety</li> <li>(f) Mineral laws</li> <li>(g) Registering companies</li> <li>(h) Identifying individuals</li> <li>(i) Human resources</li> <li>(j) Project management</li> <li>(k) Research</li> </ul>

## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	6(98)
14	747-842	6(92)
13	695-790	6(86)
12	642-737	6(81)
11	589-684	6(76)
10	537-632	6(67)
9	484-579	6(58)
8	432-527	6(50)
7	379-474	6(41)
6	326-421	6(33)
5	274-369	6(29)
4	221-316	6(25)
3	169-264	6(19)
2	116-211	6(12)
1	0-158	6(9)



- A. Elementary Occupations
- B. Administrative Office Workers
- C. Professionals and Managers



- Relief operations
- Sport promotion
- Valuations of property

**NOTES:**

(a) **Utilisation of employees:**

- (i) Employees who are utilized in a specific capacity and who are employed in terms of this CORE are subject to the requirements of the following statutory provisions:
  - (aa) Registration as Associated Valuer with the South African Council for Valuers
  - (bb) Registration as Valuer with the South African Council for Valuers

(b) **Requirements for employment**

Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment are not in any way discriminatory.

(c) **Salary codes**

Salary codes in the prescriptive part of the CORE which have a D suffix are for the exclusive use of the South African National Defence Force.

**6. CODE OF REMUNERATION (CORE)**

**OCCUPATIONAL CATEGORY: ADMINISTRATIVE LINE FUNCTION AND SUPPORT PERSONNEL**

**CORE CODE: 00809**

**IMPLEMENTATION DATE: 1 JULY 1999**

**GENERAL SCOPE OF SERVICE DELIVERY:**

THIS CORE IS A GUIDE IN RESPECT OF PERSONNEL EMPLOYED TO PROVIDE WORK OUTPUTS IN THE FOLLOWING AREAS OF SERVICE DELIVERY:

- Cleaning services
- Messenger services
- Agricultural credit control
- Identification-fingerprint comparison
- Informing and educating road users on road safety
- Migration
- Mineral laws
- Mining industry regulation
- Policy formulation and development
- Population data base
- Promote RSA image abroad
- Registration of companies
- Regulate agricultural control measures as defined in relevant legislation

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a sub-directorate</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration/or the Public Service</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information on a high level regarding departmental/provincial administration and Public Service policy/strategy as well as relationship management</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> <li>* Technical assistance, advice and guidance</li> <li>* Sub-directorate management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		
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**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural, technical and policy matters to colleagues and the public</li> <li>* Give advice of a more specialist nature to colleagues/staff at higher levels on policy matters</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> </ul>	<ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's and reports</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/ policies understanding</li> </ul>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by analysing financial data</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> <li>* Major budget planning</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Policy inputs regarding:-</li> <li>- the development, provisioning and maintenance of a comprehensive administrative service</li> <li>- the development and provisioning of goal directed education and training to all categories of personnel in the functional terrain</li> <li>- the organising and inspection of administrative service,</li> <li>- the identification of the needs for improved services; and</li> <li>- the formulation of programmes and projects and the implementation thereof</li> <li>* Set objectives</li> <li>* Provide management advice</li> <li>* Monitor budget expenditure</li> <li>* Evaluate valuation of property</li> <li>* Administer and control finance in terms of relevant legislations</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category C)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Procurement directives and procedures</li> <li>* Programme/project planning</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Research</li> <li>* Facilitation</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Valuer with the South African Council of Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80156	C5050100	Appraisers, valuers and related professionals
		50156 D	C6010308	Middle Managers: Administrative related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	6 (83)
• Professionals and Managers	6 (83)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration/or the Public Service</li> <li>* Control projects</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information on a high level regarding departmental/provincial administration and Public Service policy/strategy as well as relationship management</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> <li>* Technical advice and guidance</li> <li>* Sub-directorate management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in- depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEMS SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's and reports</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/ policies understanding</li> </ul>	

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by analysing financial data</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> <li>* Major budget planning</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Policy inputs regarding:-                             <ul style="list-style-type: none"> <li>- the development, provisioning and maintenance of a comprehensive administrative service</li> <li>- the development and provisioning of goal directed education and training to all categories of personnel in the functional terrain;</li> <li>- the organising and inspection of administrative service,</li> <li>- the identification of the needs for improved services; and</li> <li>- the formulation of programmes and projects and the implementation thereof</li> <li>- the evaluation of the property</li> <li>- the administration and controlling of finance</li> </ul> </li> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category C)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Procurement directives and procedures</li> <li>* Programme/project planning</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Valuer with the South African Council for Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80155	C5050100	Appraisers, valuers and related professionals
		50155 D	C6010308	Middle Managers: Administrative related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	6 (78)
• Professionals and Managers	6 (78)

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work and that of others</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work * Decisions in respect of the work of others * Make recommendations with regard to policies/strategies for the department/provincial administration</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Exchange of more detailed information regarding departmental/provincial administration and Public Service policy/strategy as well as relationship management</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal disciplinary authority * Authority in respect of quality control * Technical assistance, guidance and advice * Training/development * Establish control and planning</p>	<p>* Co-workers * Supervisors * Public * Other departments/provincial administrations * Private sector institutions</p> <p>* Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline</p>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Analytical thinking</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	
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**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by collating financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> <li>* Budget planning</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Value property</li> <li>* Investigate work procedures and matters</li> <li>* Present lectures</li> <li>* Handle objections/appeals</li> <li>* Contribute to strategic planning</li> <li>* Compile budget inputs/reports</li> <li>* Negotiate/Liaise with stakeholders</li> <li>* Interpret directives</li> <li>* Administer and control finance in terms of the relevant legislations</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge or a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category C)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Valuer with the South African Council for Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative personnel at lower levels</li> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance, guidance and advice</li> <li>* Training/development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> </ul>		<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	
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**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 10: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by collating financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Routine administrative outputs within given parameters such as:                             <ul style="list-style-type: none"> <li>- Tenders and enquiries</li> <li>- Overall co-ordination and control of allocated tasks/resources</li> <li>- Gather and process information</li> <li>- Interpret statistics</li> <li>- Editorial services</li> </ul> </li> <li>* Testify in court cases</li> <li>* Inform and educate road users</li> <li>* Promote sport</li> <li>* Ensure compliance with statutory obligations which may include inspections</li> <li>* Control assessments and tariffs</li> <li>* Issue claims</li> <li>* Issue subpoenas</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge or a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B/C)</li> <li>* Safety (category B/C)</li> <li>* Training (category B/C)</li> <li>* Stores (category B)</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Information and editing</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent : More than 10 years</li> <li>* Tertiary qualification: More than 10 years</li> </ul>

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKERS**

# SALARY RANGE 10

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
537-632	10	80154 50154D	B2010000	Diplomats	• Administrative Office Workers	6 (69)
			B2040000	Other administrative policy and related officers	• Administrative Office Workers	6 (69)
			C5050100	Appraisers, valuers and related professionals	• Professionals and Managers	6 (73)
			C6010308	Middle Managers: Administrative related	• Professionals and Managers	6 (73)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental/provincial administration and Public Service policy/strategy as well as relationship management</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance, guidance and advice</li> <li>* Training/development</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		
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**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural, technical and policy matters to colleagues and the public</li> <li>* Give advice of a more specialist nature to colleagues/staff at higher levels on policy matters</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, interpretation, etc.</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's and reports/drafting of speeches</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 9: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> <li>* Policy development and management</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by collating financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment,</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Value property</li> <li>* Investigate work procedures and matters</li> <li>* Present lectures</li> <li>* Handle objections/appeals</li> <li>* Contribute to strategic planning</li> <li>* Negotiate/liaise with stakeholders</li> <li>* Compile budget inputs/reports</li> <li>* Interpret directives</li> <li>* Administer and control finance in terms of relevant legislation</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopies, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category C)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Valuer with South African Council for Valuers, where applicable</li> </ul>



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action			

<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative personnel at lower levels</li> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance, guidance and advice</li> <li>* Training/development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		
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**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment,</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or broad policy guidelines</li> <li>* Conclusions are reached through the</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopies, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/ policies/understanding</li> </ul>	
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**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 9: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Authorise expenditure in some cases</li> </ul>	<ul style="list-style-type: none"> <li>* Routine administrative outputs within given parameters such as:                             <ul style="list-style-type: none"> <li>- Tenders and enquiries</li> <li>- Overall co-ordination and control of allocated tasks/resources</li> <li>- Gather and process information</li> <li>- Interpret statistics</li> <li>- Editorial services</li> </ul> </li> <li>* Inform and educate road users</li> <li>* Promote sport</li> <li>* Testify in court cases</li> <li>* Ensure compliance with statutory obligations which may include inspections</li> <li>* Correspond on policy issues</li> <li>* Control assessments and tariffs</li> <li>* Institute claims</li> <li>* Issue subpoenas</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category B/C)</li> <li>* Safety (category C)</li> <li>* Training (category B/C)</li> <li>* Stores (category B)</li> <li>* Reporting procedures</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent: More than 10 years</li> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 9

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
484-579	9	80153 50153 D	B1010600	Other administrative and related clerks and organisers	• Administrative Office Workers	6 (60)
			B2010000	Diplomats	• Administrative Office Workers	6 (60)
			B2040000	Other administrative policy and related officers	• Administrative Office Workers	6 (60)
			C5050100	Appraisers, valuers and related professionals	• Professionals and Managers	6 (64)
			C6010308	Middle Managers: Administrative related	• Professionals and Managers	6 (64)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of professional/administrative personnel at lower levels</li> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance, guidance and advice</li> <li>* Training/development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		
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**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depty analysis and interpretation before an action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy quidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action.</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> <li>* As teamleader, can influence that of others</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations etc.</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy in some cases</li> <li>* Complex notes, memo's and reports</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/ policies/understanding</li> </ul>	



## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by collating financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Value property</li> <li>* Provide management information</li> <li>* Obtain mandates</li> <li>* Investigate work procedures and matters</li> <li>* Present lectures</li> <li>* Handle objections/appeals</li> <li>* Contribute to strategic planning</li> <li>* Compile budget inputs/reports</li> <li>* Negotiate with stakeholders</li> <li>* Interpret directives</li> <li>* Administer finance in terms of relevant legislations</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Procurement directives and procedures</li> <li>* Programme/project planning</li> <li>* Planning and organising (category B)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Facilitation skills</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Valuer with the South African Council for Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached within narrow policy guidelines by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> <li>* As supervisor, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of clerical and administrative personnel at lower levels</li> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Administrative Office workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information will be unfamiliar to the postholder and will require frequent interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Routine administrative outputs within given parameters such as:                             <ul style="list-style-type: none"> <li>- Tenders and enquiries</li> <li>- Overall co-ordination and control of allocated tasks/resources</li> <li>- Gather and process information</li> <li>- Interpret statistics</li> <li>- Editorial services</li> </ul> </li> <li>* Office: PC, photocopier, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category B/C)</li> <li>* Safety (category B)</li> <li>* Training (category B/C)</li> <li>* Stores (category B)</li> <li>* Reporting procedures</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 12 or equivalent: More than 10 years</li> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 8

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
432-527	8	80152 50152 D	B1010200	Financial clerks and credit controllers	• Administrative Office Workers	6 (52)
			B1010600	Other administrative and related clerks and organisers	• Administrative Office Workers	6 (52)
			B2010000	Diplomats	• Administrative Office Workers	6 (52)
			B2030000	Identification experts	• Administrative Office Workers	6 (52)
			B2040000	Other administrative policy and related officers	• Administrative Office Workers	6 (52)
			C5050100	Appraisers, valuers and related professionals	• Professionals and Managers	6 (55)

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of administrative personnel at lower levels</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/ provincial administrations</li> <li>* Private sector institutions</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached within narrow policy guidelines by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> <li>* As teamleader, an influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul>		<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	
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## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks with complex work content requiring frequent interpretation within an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Assist with budget</li> <li>* Consolidate accounts</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural matters to colleagues and the public</li> </ul>	<ul style="list-style-type: none"> <li>* Value property</li> <li>* Provide management information</li> <li>* Obtain mandates</li> <li>* Research/inputs about improvement to policy and procedures</li> <li>* Plan exhibitions</li> <li>* Formulate and manage work/ programme and project objectives</li> <li>* Monitor policy outcomes</li> <li>* Compile budget inputs/reports</li> <li>* Negotiate with stakeholders</li> <li>* Process and interpret information/ statistics</li> <li>* Administer finance in terms of exchequer Act</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Research/analysing</li> <li>* Compilation of management reports</li> <li>* Programme/project planning</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 0 and 2 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Associated Valuer with the South African Council for Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of clerical and administrative personnel at lower levels</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> <li>* Technical advice and guidance</li> <li>* Formal disciplinary authority</li> </ul>	<ul style="list-style-type: none"> <li>* Public</li> <li>* Other departments/ provincial administrations</li> <li>* Private sector institutions</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached within narrow policy guidelines by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> <li>* As teamleader, an influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding departmental policy/strategy</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation</li> <li>* Notes, memo's and reports</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/ policies/understanding</li> </ul>	
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## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/ providing information</li> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist clerical and administrative tasks with complex work content requiring frequent interpretation within an established framework</li> <li>* Policy development</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Can handle cash</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul>	<ul style="list-style-type: none"> <li>* Routine administrative outputs within given parameters such as:                             <ul style="list-style-type: none"> <li>- Tenders and enquiries</li> <li>- Overall co-ordination and control of allocated tasks/resources</li> <li>- Gather and process information</li> <li>- Interpret statistics</li> <li>- Editorial services</li> </ul> </li> <li>* Testify in court cases</li> <li>* Control work statistics</li> <li>* Inform and educate road users</li> <li>* Promote sport</li> <li>* Correspond on policy issues</li> <li>* Ensure compliance with statutory obligations which may include inspections</li> <li>* Control assessments and tariffs</li> <li>* Institute claims</li> <li>* Issue subpoenas</li> </ul> <ul style="list-style-type: none"> <li>* Issue receipts</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a wide range of work procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A/B)</li> <li>* Safety (category A/B)</li> <li>* Training (category B)</li> <li>* Stores (category B)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> </ul> <ul style="list-style-type: none"> <li>* Planning and organising (category C)</li> <li>* Reporting procedures</li> <li>* Procurement directives and procedures</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> <li>* Tertiary qualification: Between 0 and 2 years</li> </ul>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 7

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
379-474	7	80151 50151 D	B1010200	Financial clerks and credit controllers	• Administrative Office Workers	6 (43)
			B1010600	Other administrative and related clerks and organisers	• Administrative Office Workers	6 (43)
			B2010000	Diplomats	• Administrative Office Workers	6 (43)
			B2030000	Identification experts	• Administrative Office Workers	6 (43)
			B2040000	Other administrative policy and related Officers	• Administrative Office Workers	6 (43)
			C5050100	Appraisers, valuers and related professionals	• Professionals and Managers	6 (47)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/STAFF</b> Complex and highly professional information are exchanged on a high level</p> <p><b>CONTENT OF COMMUNICATION</b> Highly specialised information which includes: * Departmental policy/ strategy * Technical/ professional * Public Service policy/ strategy</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervise/manage personnel of which the composition may vary from administrative/technical up to professional. * As part of managing branch, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Legal practitioners</li> <li>* Other departments</li> <li>* Minister/Premier</li> <li>* Private sector Organisations</li> <li>* General public</li> <li>* Media</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		





**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipments/machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/manufacturing</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Arms</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Arms and ammunition</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Forests</li> <li>* Hospitals</li> <li>* Official residences</li> <li>* Mines</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information requiring difficult explanation as well as tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/memos/letters/cabinet memoranda</li> <li>* Sensitive press releases</li> <li>* Motivation</li> <li>* Management reports</li> <li>* Financial reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/understanding</li> </ul>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * High level specialist or top management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b>                      * Complex work content including policy development and management as well as the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources, if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions, if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change/diversity management</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practices depending on the area of utilisation.</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b>                      * Registration as Valuer with the South African Council for Valuers, where applicable</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80159	C5050100	Appraisers, valuers and related professionals
		50159 D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	6 (100)
• Professionals and Managers	6 (100)

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Resolve job related problems referred to by others</li> <li>* Authorise actions</li> <li>* Recommend/decide on issues that will impact on the public service</li> <li>* Control projects</li> <li>* Recommend actions requiring major resource commitment by others</li> <li>* Amend existing practices and procedures for their work area</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Complex and highly professional information are exchanged on a high level regarding departmental/provincial administration and policy/ strategy</li> <li>* Public Service policy/ strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition may vary from administrative up to professional.</li> <li>* As part of managing branch, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Legal practitioners</li> <li>* Other departments/provincial administrations</li> <li>* Minister/Premier/MEC</li> <li>* Private sector organisations</li> <li>* General public</li> <li>* Media</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of the chief directorate and often influence the planning to be done in other departments/provincial administrations</p>	<ul style="list-style-type: none"> <li>* Departmental/provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department/provincial administration policy/strategy</li> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li>   <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedures</li> <li>* Major financial planning</li> <li>* Contribution to Departmental/provincial administration strategic planning</li> </ul>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/manufacturing</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Arms</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Arms and ammunition</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Forests</li> <li>* Hospitals</li> <li>* Official residences</li> <li>* Mines</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information requiring difficult explanation as well as tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/ memos/letters/ cabinet memoranda</li> <li>* Sensitive press releases</li> <li>* Motivation</li> <li>* Management reports</li> <li>* Financial reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	



**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* High level specialist or senior management functions requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Complex work content including policy development and management as well as the determination of direction/strategy.</li> </ul>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources, if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions, if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change/diversity management</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification plus training and courses in management practices depending on the area of utilisation.</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration as Valuer with the South African Council for Valuers, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80158	C5050100	Appraisers, valuers and related professionals
		50158 D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	6 (94)
• Professionals and Managers	6 (94)

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Complex and highly professional information are exchanged on a high level departmental/provincial administration and policy/ strategy</li> <li>* Public Service policy/ strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition may vary from administrative up to professional</li> <li>* As part of managing directorate, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Legal practitioners</li> <li>* Other departments/provincial administration</li> <li>* Minister/Premier</li> <li>* Private sector organisations</li> <li>* General public</li> <li>* Media</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of the directorate and often influence the planning to be done in other departments/provincial administrations</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on the public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p>	<p>* Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department/provincial administration policy/strategy</p> <p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Significant financial planning * Contribution to Departmental/provincial administration strategic planning</p>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/manufacturing</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Arms</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Arms and ammunition</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Forests</li> <li>* Hospitals</li> <li>* Official residences</li> <li>* Mines</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information requiring difficult explanation as well as tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/ memos/letters/ cabinet memoranda</li> <li>* Sensitive press releases</li> <li>* Motivation</li> <li>* Management reports</li> <li>* Financial reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * High level specialist or senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b>                      * Complex work content including policy development and management as well as the determination of direction/ strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources, if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions, if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change/diversity Management</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practices depending on the area of utilisation.</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Tertiary qualification:                      More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b>                      * Registration as Valuer with the South African Council for Valuers, where applicable</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80157	C5050100	Appraisers, valuers and related professionals
		50157 D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	6 (88 )
• Professionals and Managers	6 (88 )

SALARY RANGE	CURRENT POST CLASSES/ RANKS
10	Head: Agricultural Legislation Inspections (2nd leg) Chief: Immigration Services (2nd leg) Chief Fingerprint Expert (2nd leg) Assistant Director: Road Safety (2nd leg) Assistant Director: Mineral Laws Administration (2nd leg) Assistant Director: Sport Promotion (2nd leg) Valuer (3rd leg) Assistant Director: Foreign Services (2nd leg) Assistant Director: Foreign Affairs Administration (2nd leg) Chief State Administration Officer Chief Financial Administration Officer Assistant Director: Administration (2nd leg) Assistant Registrar of Companies (2nd leg)
11	Deputy Director: Roads Safety (1st leg) Deputy Director: Mineral Laws Administration (1st leg) Deputy Director: Sport Promotion (1st leg) Deputy Director: Valuations (1st leg) Deputy Director: Foreign Services (1st leg) Deputy Director: Foreign Affairs Administration (1st leg) Deputy Director: State Administration (1st leg) Deputy Director: Financial Administration (1st leg) Deputy Director: Administration (1st leg) Deputy Registrar of Companies (1st leg)
12	Deputy Director: Roads Safety (2nd leg) Deputy Director: Mineral Laws Administration (2nd leg) Deputy Director: Sport Promotion (2nd leg) Deputy Director: Valuations (2nd leg) Deputy Director: Foreign Services (2nd leg) Deputy Director: Foreign Affairs Administration (2nd leg) Deputy Director: State Administration (2nd leg) Deputy Director: Financial Administration (2nd leg) Deputy Director: Administration (2nd leg) Deputy Registrar of Companies (2nd leg)
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent

SALARY RANGE	CURRENT POST CLASSES/ RANKS
7	Chief Administrative Assistant Chief Agricultural Legislation Inspector Chief Immigration Officer Principal Agricultural Credit Controller Principal Process Officer Senior Fingerprint Expert Principal Youth/Sport Organiser Chief Administration Clerk Chief Foreign Affairs Assistant Senior Road Safety Officer Mineral Laws Administrative Officer Senior Sport Promotion Officer Associated Valuer (2nd leg) Foreign Service Officer Foreign Affairs Administration Officer State Administration Officer Financial Administration Officer Administrative Officer
8	Control Agricultural Legislation Inspector Control Immigration Officer Chief Agricultural Credit Controller Chief Process Officer Principal Fingerprint Expert Chief Youth/Sport Organiser Principal Road Safety Officer Senior Mineral Laws Administration Officer Principal Sport Promotion Officer Valuer (1st leg) Senior Foreign Service Officer Senior Foreign Affairs Administration Officer Senior State Administration Officer Senior Financial Administration Officer Senior Administrative Officer
9	Head: Agricultural Legislation Inspections (1st leg) Chief: Immigration Services (1st leg) Chief Fingerprint Expert (1st leg) Control Youth/Sport Organiser Assistant Director: Road Safety (1st leg) Assistant Director: Mineral Laws Administration (1st leg) Assistant Director: Sport Promotion (1st leg) Valuer (2nd leg) Assistant Director: Foreign Services (1st leg) Assistant Director: Foreign Affairs Administration (1st leg) Principal State Administration Officer Principal Financial Administration Officer Assistant Director: Administration (1st leg) Assistant Registrar of Companies (1st leg)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
3	Foreman: Cleaning Services Principal Messenger Administrative Assistant Agricultural Legislation Inspector II Immigration Officer II Agricultural Credit Controller II Process Officer II Fingerprint Comparer II Youth/Sport Organiser II Administration Clerk II Foreign Affairs Assistant II Valuer In Training
4	Senior Foreman: Cleaning Services Chief Messenger Senior Administrative Assistant Grade I Immigration Officer III Agricultural Credit Controller III Process Officer III Fingerprint Comparer III Senior Youth/Sport Organiser I Senior Administration Clerk I Senior Foreign Affairs Assistant I
5	Principal Foreman: Cleaning Services Senior Administrative Assistant Grade II Senior Agricultural Legislation Inspector I Senior Immigration Officer I Senior Agricultural Credit Controller I Senior Process Officer I Fingerprint Comparer IV Senior Youth/Sport Organiser II Senior Administration Clerk II Senior Foreign Affairs Assistant II
6	Principal Administrative Assistant Senior Agricultural Legislation Inspector II Senior Immigration Officer II Senior Agricultural Credit Controller II Senior Process Officer II Fingerprint Expert Senior Youth/Sport Organiser III Senior Administration Clerk III Senior Foreign Affairs Assistant III Road Safety Officer Assistant Mineral Laws Administration Officer Sport Promotion Officer Associated Valuer (1st leg) Assistant Foreign Service Officer Assistant Foreign Affairs Administration Officer Assistant State Administration Officer Assistant Financial Administration Officer Assistant Administrative Officer

**GUIDE: TRANSITION TO CORE: ADMINISTRATIVE LINE FUNCTION AND SUPPORT PERSONNEL**

**(6ADMP)**

**OCCUPATIONAL CLASSES**

Administrative Assistant  
 Administration Clerk  
 Administrative Officer  
 Agricultural Credit Controller  
 Agricultural Legislation Inspector  
 Cleaner  
 Financial Administration Officer  
 Fingerprint Comparer/Expert  
 Foreign Affairs Administration Officer  
 Foreign Affairs Assistant  
 Foreign Service Officer  
 Immigration Officer  
 Management Echelon  
 Messenger  
 Mineral Laws Administration Officer  
 Process Officer  
 Road Safety Officer  
 State Administration Officer  
 Sport Promotion Officer  
 Valuer  
 Youth/Sport Organiser

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Cleaner I Messenger
2	Cleaner II Senior Messenger Agricultural Legislation Inspector I Process Officer I Agricultural Credit Controller I Fingerprint Comparer I Youth/Sport Organiser I Immigration Officer I Administration Clerk I Foreign Affairs Assistant I

## **7. CODE OF REMUNERATION (CORE)**

**OCCUPATIONAL CATEGORY: MANAGEMENT AND GENERAL SUPPORT PERSONNEL**

**CORE CODE: 00805**

**IMPLEMENTATION DATE: 1 JULY 1999**

### **GENERAL SCOPE OF SERVICE DELIVERY:**

**THIS CORE IS A GUIDE IN RESPECT OF PERSONNEL EMPLOYED TO PROVIDE WORK OUTPUTS IN THE FOLLOWING AREAS OF SERVICE DELIVERY:**

- Accounting for the proper use of resources
- Accounting to parliament and the provincial legislator and providing accurate and truthful information thereto
- Capture data
- Clean working environment
- Delivery of services for the public in accordance with the principles of public service delivery
- Delivery/transport service
- Drive the transformation of the public service by ensuring uniform transverse practices in the department/provincial administration
- Effective financial management of department/provincial administration
- Ensure that planning and monitoring arrangements are in place and followed
- Ensure that public servants under his/her control conduct themselves in accordance with the code of conduct for the public service
- Personal secretarial auxiliary services
- Formulate and implement policies within the department/provincial administration
- Function as accounting officer of the department/provincial administration/department of provincial administration
- Function within the scope of delegations as provided by the higher authority
- Library services

- Maintain discipline
- Manage department/provincial administration/department of a provincial department within the broad policy framework as provided by the higher authority
- Managing departments/provincial administrations to ensure the achieving of goals set to ensure the delivery of the services required by stakeholders
- Managing of Guest House on behalf of the Government
- Operate machines
- Promote the department's/provincial administration's national interests
- Provide advice, guidance and information to higher authority
- Publications
- Registry service
- Tender service
- Secretarial services for the executive council
- Security matters
- Support Ministers/executing authorities
- Telecommunication equipment
- The economically, effectively and efficiently managing of the department/provincial administration/department of a provincial administration
- Uphold the political impartiality of the public service
- Utilise and train staff

## **NOTES:**

### **(a) Utilisation of employees:**

Employees who are utilized in a specific capacity and who are employed in terms of this CORE are subject to the requirements of the following statutory provisions:

- Public Service Act, 1994 (Act No 103 of 1994)
- The Defence Act, 1957
- Exchequer Act (Act No 66 of 1975)
- South African Police Service Act, 1995
- The Correctional Service Act (Act No 8 of 1959)

### **(b) Requirements for employment**

Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment are not in any way discriminatory.

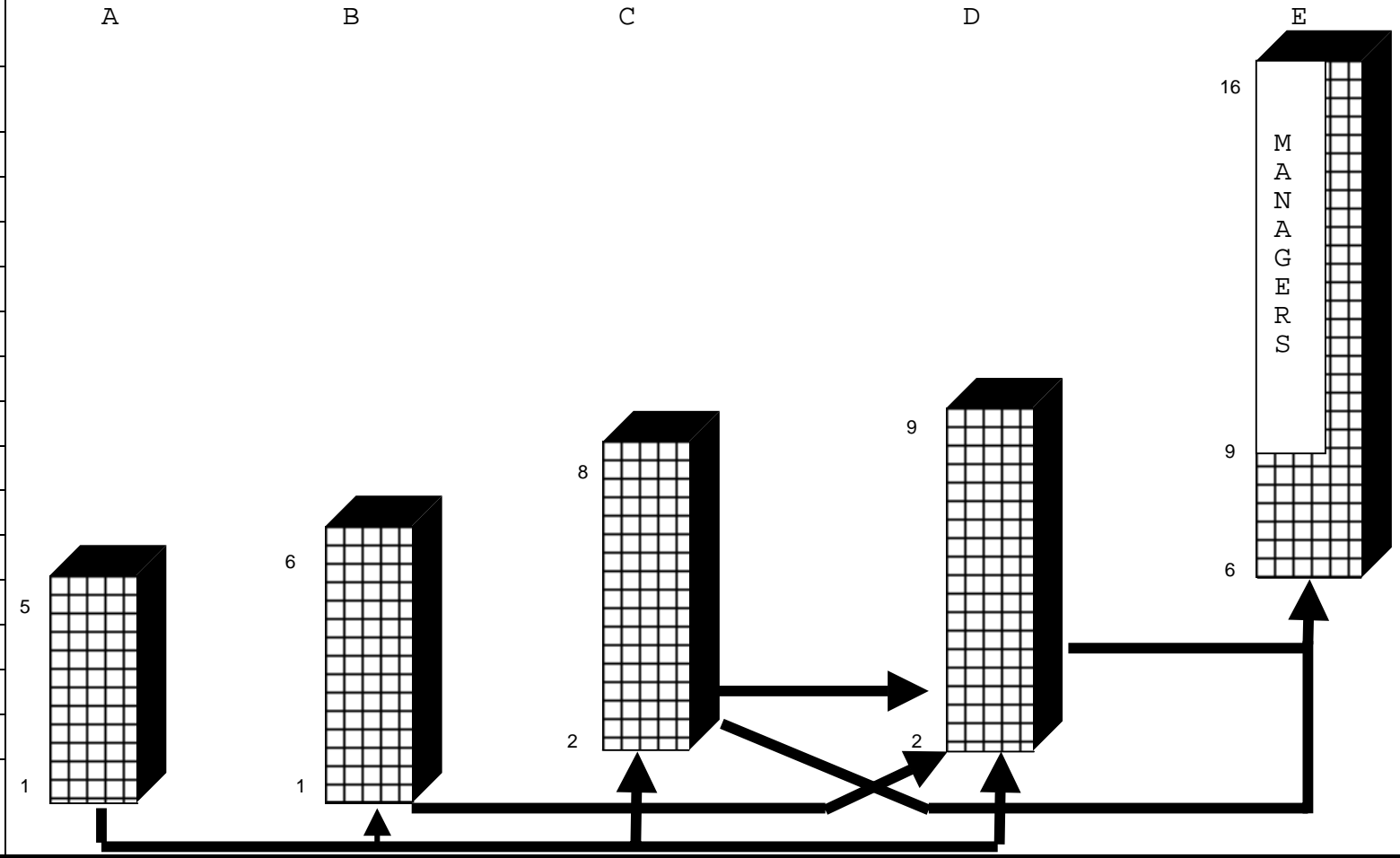
### **(c) Salary codes**

Salary codes in the prescriptive part of the CORE which have a D suffix are for the exclusive use of the South African National Defence Force.



## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
16		7(149)
15	800-895	7(142)
14	747-842	7(132)
13	695-790	7(130)
12	642-737	7(125)
11	589-684	7(120)
10	537-632	7(115)
9	484-579	7(107)
8	432-527	7(96)
7	379-474	7(84)
6	326-421	7(70)
5	274-369	7(56)
4	221-316	7(44)
3	169-264	7(33)
2	116-211	7(22)
1	0-158	7(17)



A. Elementary Occupations

B. Drivers, Operators and Ships' Crew

C. Service Workers

D. Administrative Office Workers

E. Professionals and Managers

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ELEMENTARY OCCUPATIONS</b>	Drivers, Operators and Ships' Crew	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in driving, operating machinery, courier services, transporting passengers and goods, liaising with clients, duplicating documents, maintenance and garaging of vehicles as well as safety measures.</p> <p><b>LEARNING INDICATORS</b></p> <p>Valid drivers' licence.</p>
	Service Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in safety management, communication, searching people and premises, good interpersonal relationship, body-guarding individuals, recording information, directing and receiving visitors.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to Grade 10.</p>
	Administrative Office Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary clerical duties eg finances, human resource practices, as well as the ability to capture data, operate computer and collecting statistics.</p> <p>Knowledge and skills in cashing and crediting transactions, payroll transactions, filing system, archives and mailing procedures, liaising with clients and</p>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
		<p>stakeholders, recording information, tracing files, dispatching and receiving procedures as well as entering information into the relevant forms eg. VA2, approval for travel, travel plan and accommodation, Labour relations, job evaluation, etc.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to Grade 10.</p>
<b>DRIVERS, OPERATORS, AND SHIPS' CREW</b>	Service Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in safety management, communication, searching people and premises, good interpersonal relationship, body-guarding individuals, recording information, directing and receiving visitors.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to Grade 10.</p>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
	Administrative Office Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary clerical duties eg finance, human resource practices, as well as the ability to capture data, operate computer and collecting statistics</p> <p>Knowledge and skills in cashing and crediting transactions, payroll transactions, filing system, archives and mailing procedures, liaising with clients and stakeholders, recording information, tracing files, dispatching and receiving procedures as well as entering information into the relevant forms eg. VA2, Approval for travel, travel plan and accommodation, labour relations, job evaluation, etc.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to Grade 10.</p>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>SERVICE WORKERS</b>	Administrative Office Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary clerical duties eg finance, human resource practices, as well as the ability to capture data, operate computer and collecting statistics.</p> <p>Knowledge and skills in cashing and crediting transactions, payroll transactions, filing system, archives and mailing procedures, liaising with clients and stakeholders, recording information, tracing files, dispatching and receiving procedures as well as entering information into the relevant forms eg. VA2, Approval for travel, travel plan and accommodation, labour relations, job evaluation, etc.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to Grade 10.</p>
	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in the following areas :</p> <ul style="list-style-type: none"> <li>(a) Provisioning administration</li> <li>(b) Human resources</li> <li>(c) Labour relations</li> <li>(d) Project management</li> <li>(e) Research</li> <li>(f) Policy /objectives formulation, development, analysis and implementation</li> </ul>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
		<p>(g) Budgeting                      (h) Facilitation                      (i) Conflict management                      (j) Financial management                      (k) Leadership                      (l) Planning and organising                      (m) Training                      (n) Compiling management reports</p> <p>The ability to plan, organise, lead, control, communicate, negotiate , operate computer, make presentations, motivate, build a team, write notes, memo's, reports, draft speeches and cabinet memorandum as well as developing policies.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies towards obtaining a university degree/national diploma or specific skills and knowledge required to function as a manager.</p>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ADMINISTRATIVE OFFICE WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in the following areas :</p> <ul style="list-style-type: none"> <li>(a) Generally Accepted Accounting Practices</li> <li>(b) Media relations</li> <li>(c) Marketing communications</li> <li>(d) Job evaluation system</li> <li>(e) Auditing</li> <li>(f) Provisioning administration</li> <li>(g) Human resources</li> <li>(h) Labour relations</li> <li>(i) Project management</li> <li>(j) Research</li> <li>(k) Policy /objectives formulation, development, analysis and implentation</li> <li>(l) Budgeting</li> <li>(m) Facilitation</li>   <li>(o) Conflict management</li> <li>(p) Financial management</li> <li>(q) Leadership</li> <li>(r) Planning and organising</li> <li>(s) Training</li> <li>(t) Compiling management reports</li> </ul> <p>The ability to plan, organise, lead, control, communicate, negotiate , operate computer, make presentations, motivate, build a team, write notes, memo's, reports, draft speeches and cabinet memorandum as well as developing policies.</p>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
		<b>LEARNING INDICATORS</b>  Knowledge and skills comparable to that normally obtained through formal studies towards obtaining a university degree/national diploma or specific skills and knowledge required to function as a manager.

**CORE'S THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT**

Administrative Line Function and Support Personnel  
Agricultural Related and Support Personnel  
Artisan and Support Personnel  
Aviation Personnel  
Communication and Information Related Personnel  
Economic Advisory and Support Personnel  
Emergency Services and Related Support Personnel  
Engineering Related and Support Personnel  
Health Associated Sciences and Support Personnel  
Medical Science and Support Personnel  
Medical Technology and Support Personnel  
Human Resource and Support Personnel  
Information Technology and Related Personnel  
Legal and Support Personnel  
Natural Science Related and Support Personnel  
Nursing and Support Personnel  
Regulatory and Support Personnel  
Safety and Related Personnel  
Ship's and Support Personnel  
Social Services and Support Personnel



## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

Elementary occupations are normally responsible for simple and routine tasks. It mainly requires the use of hand held tools and often it requires some physical effort. Furthermore, it also include the delivery of messages or goods. Supervision of other workers may be included. Most of the tasks at this level require skills normally obtained through 5 year's education which normally begins at the age of ±7 years. Examples of typical jobs in this category are indicated in the table below:

JOBS	SALARY RANGES	PAGE NUMBER
1. Cleaners in offices, workshops, hospitals, etc.	1-5	7(19)-7(58)
2. Messengers, porters and deliverers	1-4	7(19)-7(46)
3. Security Guards	1-2	7(19)-7(24)
4. Food services aids and waiters	1-5	7(19)-7(58)

### B. DRIVERS, OPERATORS AND SHIPS' CREW

Plant and machine operators operate and monitor industrial and agricultural machinery and equipment or execute deck duties on board ships. They are also involved with the driving of motor vehicles. The work mainly requires experience and understanding of industrial and agricultural machinery and motor vehicles. It also requires the ability to adapt to technological innovations. Supervision of other workers may be included. Most occupations in this group will normally require skills normally obtained through 3 year's of education which normally starts at the age of 11 or 12. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Light vehicle drivers	1-3	7(21)-7(37)
2. Bus and heavy vehicle drivers	3-6	7(37)-7(72)

**C. 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. Supervision of other workers may be included. Most of the occupations included in this group will normally require skills normally obtained through between 3 and 6 year's of education which normally starts at the age of 13. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Security Officers	2-8	7(29)-7(98)
2. Housekeepers and related workers	7-8	7(86)-7(98)

**D. ADMINISTRATIVE OFFICE WORKERS**

**Clerks and Related Personnel.**

Record, organise, store, compute and retrieve information related to the work in question. Other tasks that are also included is the recording of written information on paper, or computers. Other clerical tasks could include contact with the public/clients. Most of the occupations included in this group will normally require skills normally obtained through between 3 and 6 year's of education which normally starts at the age of 13. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Secretaries and other keyboard operating clerks	2-7	7(31)-7(89)
2. Financial clerks and credit controllers	2-7	7(31)-7(89)
3. Library, Mail and related clerks	2-7	7(31)-7(89)
4. Human Resources clerks	2-9	7(31)-7(109)
5. Material-recording and Transport clerks	2-7	7(31)-7(89)
6. Client information clerks (switchboard, receptionists, information Clerks etc.)	2-7	7(31)-7(89)
7. Cashiers, tellers and related clerks	2-7	7(31)-7(89)

**E. PROFESSIONALS AND MANAGERS**

Personnel in this group are busy with increasing the existing pool of knowledge, applying scientific or artistic concepts and theories. Tasks performed usually include conducting analysis and research, developing concepts, theories and operational methods and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology and also to life sciences including the medical profession, as well as social sciences, humanities and legal and social services. Included in this category are managers who are primarily responsible to formulate policies, plan, direct and co-ordinate the general functioning of an organisation or (a) component(s) thereof. Most of the occupations in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Financial and related professionals	6-8	7(82)-7(104)
2. Human resources and Organisational development and related professionals	6-10	7(82)-7(117)
3. Logistical Support Personnel	6-8	7(82)-7(104)
4. Risk management and security services	6-8	7(82)-7(104)
5. Middle Managers: Human Resources related	9-12	7(82)-7(127)
6. Middle Managers: Finance and Economics related	9-12	7(112)-7(127)
7. Middle Managers: Administrative related	9-12	7(112)-7(127)

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
8. Middle Managers: Household, food and laundry services related	9-10	7(112)-7(117)
9. Senior Management	13-15	7(132)-7(144)
10. Head of Department/Chief Executive Officer	14-16	7(138)-7(151)

**NOTE:** Although this CORE provides mainly for managers from salary range 9 to 16 , it should be noted that professionals can also progress to higher salary ranges provided that it is justified in terms of the results of job evaluation.

# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80081 50081D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1040000	Food services aids and waiters
			A1050000	Security Guards
			A2010000	Messengers, porters and deliverers
			H3010100	Light Vehicle drivers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	7(19)
• Elementary Occupations	7(19)
• Elementary Occupations	7(19)
• Elementary Occupations	7(19)
• Drivers, Operators and Ships' Crew	7(21)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 1: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</li> <li>* Personnel who patrol buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Structured work content with a few well-defined tasks</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment, tools and machinery</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on a single subject area which is straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Refer problems to supervisor</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic interaction</li> </ul>	<ul style="list-style-type: none"> <li>* Clean and create an orderly working environment</li> <li>* Clean vehicles</li> <li>* Fetch and deliver documents and articles</li> <li>* Operate elementary machines/equipment</li> <li>* Distribute and collect documents/ articles</li> <li>* Assist in the registration/registry division</li> <li>* Update register of documents delivered/received</li> <li>* Assist with stock taking/dispatching</li> <li>* Assist nurses with regard to patient's movement</li> <li>* Prepare and serve/supply food, tea, coffee and water</li> <li>* Protect and safeguard premises and equipment</li> <li>* Escort visitors/contractors</li> </ul> <p>* Ancillary: Cleaning equipment, handtools, etc.</p> <ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a few repetitive work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category A)</li> <li>* Equipment (category A)</li> <li>* Gardening (category A)</li> <li>* Safety (category A)</li> <li>* Fire fighting (category A)</li> <li>* Health and safety measures</li> <li>* Incident handling procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to operate elementary machines and equipment</li> <li>* Basic literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* ABET, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Basic communication skills</li> <li>* Client liaison course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* ABET: No experience</li> </ul>



# **GUIDELINES:**

# **DRIVERS, OPERATORS AND SHIPS' CREW**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 1: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b> * Transport services</p> <p><b>AUTONOMY</b> * Structured work content with mainly well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic, general and procedural information</p>	<p>* Transport goods</p> <p>* Light vehicles</p> <p>* Co-workers * Supervisors * Public</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as: * Working procedures in respect of working environment * Courier Services (category A)</p> <p><b>SKILLS</b> * Basic numeracy * Basic interpersonal relationship * Organising * Basic literacy * Driving</p> <p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p><b>QUALIFICATIONS</b> * ABET, where applicable</p> <p><b>TRAINING</b> * Writing skills * Safety course</p> <p><b>EXPERIENCE</b> * Code 01 drivers' licence: No experience</p> <p><b>STATUTORY REQUIREMENT</b> * Drivers' licence</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80082 50082D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1040000	Food Services aids and waiters
			A1050000	Security Guards
			A2010000	Messengers, porters and deliverers
			H3010100	Light Vehicle drivers
			E4010000	Security Officers
			B1010100	Secretaries and other keyboard operating clerks
			B1010200	Financial clerks and credit controllers
			B1010300	Library, Mail and related clerks
			B1010400	Human Resources clerks
			B1010500	Material – recording and Transport clerks
B1020200	Client information clerks (switchboard, receptionists, information clerks)			

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	7(24)
• Elementary Occupations	7(24)
• Elementary Occupations	7(24)
• Elementary Occupations	7(24)
• Drivers, Operators and Ships' Crew	7(27)
• Service Workers	7(29)
• Administrative Office Workers	7(31)
• Administrative Office Workers	7(31)
• Administrative Office Workers	7(31)
• Administrative Office Workers	7(31)
• Administrative Office Workers	7(31)
• Administrative Office Workers	7(31)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 2: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</li> <li>* Personnel who patrol buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Structured work content with a few well-defined tasks</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment, tools and machinery</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Clean and create an orderly working environment</li> <li>* Clean vehicles</li> <li>* Fetch and deliver documents and articles</li> <li>* Operate elementary machines/equipment</li> <li>* Distribute and collect documents/ articles</li> <li>* Assist in the registration/registry division</li> <li>* Update register of documents delivered/received</li> <li>* Assist with stock taking/dispatching</li> <li>* Assist nurses with regard to patient's movement</li> <li>* Prepare and serve/supply food, tea, coffee and water</li> <li>* Protect and safeguard premises and equipments</li> <li>* Escort visitors/contractors</li> </ul> <p>* Ancillary: Cleaning equipment, handtools, etc.</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Equipment (category B)</li> <li>* Working procedures in respect of working environment</li> <li>* Courier services (category A)</li> <li>* Gardening (category B)</li> <li>* Safety (category B)</li> <li>* Fire fighting (category A)</li> <li>* Health and safety measures</li> <li>* Incident handling procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic Numeracy</li> <li>* Basic Interpersonal relationship</li> <li>* Organising</li> <li>* Basic literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* ABET, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Basic communication skills</li> <li>* Client liaison course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* ABET: Between 0 and 2 years</li> </ul>

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in terms of own work</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Basic, general and procedural information</p>	<p>* Co-workers * Supervisors * Public</p>		

# **GUIDELINES:**

# **DRIVERS, OPERATORS AND SHIPS' CREW**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Operate and monitors machines in the office environment                      * Transport services</p> <p><b>AUTONOMY</b>                      * Structured work content with mainly well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b>                      * Planning in respect of own work</p> <p><b>DECISION MAKING</b>                      * Decisions may be made mostly in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b>                      * Basic, general and procedural information</p>	<p>* Duplicate documents                      * Transport passengers and goods</p> <p>* Office: (Photocopy machine, OHP, etc.)                      * Light vehicles</p> <p>* Co-workers                      * Supervisors                      * Public</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary duties such as:                      * Working procedures in respect of working environment                      * Equipment (category B)                      * Courier Service (category A)</p> <p><b>SKILLS</b>                      * Basic numeracy                      * Ability to operate photocopy machines                      * Basic interpersonal relationship                      * Organising                      * Basic literacy                      * Driving</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p><b>QUALIFICATIONS</b>                      * ABET, where applicable</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * ABET:                      Between 0 and 2 years                      * Code 01 driver's licence:                      Between 0 and 2 years                      * Code 08 driver's licence:                      No experience</p> <p><b>STATUTORY REQUIREMENT</b>                      * Drivers' licence</p>



# **GUIDELINES: SERVICE WORKER**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who patrol buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</p> <p><b>AUTONOMY</b> * Structured work content with a few well-defined tasks</p> <p><b>LAND AND BUILDINGS</b> * Protection and safeguarding buildings</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in terms of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> Basic, general and procedural information</p>	<p>* Protect and safeguard premises and equipment</p> <p>* Search people and premises</p> <p>* Operate and maintain security equipment</p> <p>* Report defects and breaches</p> <p>* Escort visitors / contractors</p> <p>* Security Services</p> <p>* Co-workers</p> <p>* Supervisors</p> <p>* Public</p> <p>* Liaise with other departments/administrations eg. Police</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:</p> <ul style="list-style-type: none"> <li>* Safety (category B)</li> <li>* Equipment (category B)</li> <li>* Telephone etiquette</li> <li>* Fire fighting (category A)</li> <li>* Health and safety measures</li> <li>* Incident handling procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to recognise safety hazards</li> <li>* Basic interpersonal relationship</li> <li>* Organising</li> <li>* Basic literacy</li> <li>* Ability to operate security equipment including fire arms</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* ABET</li> <li>* Grade 10 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Communication skills</li> <li>* Client liaison course</li> <li>* Writing skills</li> <li>* Telephone etiquette</li> <li>* Safety course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* ABET: Between 0 and 2 years</li> <li>* Grade 10 or equivalent: No experience</li> </ul>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating clerks who record, organise, store, retrieve information and perform provisioning and administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information or operating telephone switchboards</p> <p><b>AUTONOMY</b>                      * Clerical functions which may include multi-tasks that are mainly well defined</p>	<ul style="list-style-type: none"> <li>* Capture data</li> <li>* Maintain diaries</li> <li>* Compile production team roster</li> <li>* Transcribe/type manuscripts and publications</li> <li>* Give assistance to obtain properly attended libraries by means of e.g. maintaining books, taking stock etc.</li> <li>* Liaise with personnel</li> <li>* Complete logs/forms etc.</li> <li>* Handle filing system</li> <li>* Personnel matters (routine clerical duties)</li> <li>* Financial matters (routine clerical duties)</li> <li>* Distribute documents by post and fax</li> <li>* Issuing of stock according to orders and PAS-2 forms</li> <li>* Prepare VAT returns</li> <li>* Reconcile accounts</li> <li>* Record capital transactions</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* Stores (category A/B)</li> <li>* Document tracking, storage and retrieval</li> <li>* HR Matters (category A)</li> <li>* Working procedures in respect of working environment</li> <li>* Computer (category A)</li> <li>* Planning and organising (category A)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy/Mathematics</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Ability to operate fax machines</li> <li>* Knowledge of systems such as e.g. PERSAL/PERSOL</li> <li>* Basic interpersonal relationship</li> <li>* Organising</li> <li>* Typing</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent</p> <p><b>TRAINING</b>                      * Relevant courses, e.g. in Provisioning Administration, Personnel, etc.</p> <ul style="list-style-type: none"> <li>* PAS1/LOGIS</li> </ul> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent:                      No experience</p>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Person may be responsible for the handling of cash</li> <li>* Monitor or collate data</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions may be made mostly in respect of own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic, general and procedural information</li> </ul>	<ul style="list-style-type: none"> <li>* Petty cash</li> <li>* Issue receipts</li> <li>* Tenders</li> </ul> <p style="margin-top: 20px;">* Office: PC's, photocopier, etc.</p> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul> <ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80083 50083D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1040000	Food services aids and waiters
			A2010000	Messengers, porters and deliverers
			H3010100	Light Vehicle drivers
			H3010200	Bus and heavy vehicle drivers
			E4010000	Security Officers
			B1010100	Secretaries and other keyboard operating clerks
			B1010200	Financial clerks and credit controllers
			B1010300	Library, Mail and related clerks
			B1010400	Human Resources clerks
			B1010500	Material – recording and Transport clerks
			B1020200	Client information clerks (switchboard, receptionists, information clerks, etc.)

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	7(35)
• Elementary Occupations	7(35)
• Elementary Occupations	7(35)
• Drivers, Operators and Ships' Crew	7(37)
• Drivers, Operators and Ships' Crew	7(37)
• Service Workers	7(39)
• Administrative Office Workers	7(42)
• Administrative Office Workers	7(42)
• Administrative Office Workers	7(42)
• Administrative Office Workers	7(42)
• Administrative Office Workers	7(42)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**





# **GUIDELINES:**

# **DRIVERS, OPERATORS AND SHIPS' CREW**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Operate and monitors machines in the office environment                      * Transport services</p> <p><b>AUTONOMY</b>                      * Structure work content with mainly well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b>                      * Planning in respect of own work</p> <p><b>DECISION MAKING</b>                      * In some cases decisions may be made mostly in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic, general and procedural information</p>	<p>* Duplicate documents                      * Transport passengers and goods</p> <p>* Office: (Photocopy machine, OHP, etc.)                      * Light vehicles</p> <p>* Co-workers                      * Supervisors                      * Public</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary duties such as:                      * Working procedures in respect of working environment                      * Equipment (category B)                      * Courier services (category B)</p> <p><b>SKILLS</b>                      * Basic Numeracy                      * Ability to operate photocopy machines                      * Basic interpersonal relationship                      * Organising                      * Basic Literacy                      * Driving</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness                      * Notes/memo's</p>	<p><b>QUALIFICATIONS</b>                      * ABET, where applicable</p> <p><b>TRAINING</b>                      * Writing skills                      * Safety course</p> <p><b>EXPERIENCE</b>                      * ABET:                        Between 2 and 5                      * Drivers' licence code 08:                        Between 0 and 2 years                      * Drivers' licence code 10:                        No experience</p> <p><b>STATUTORY REQUIREMENT</b>                      * Drivers' licence</p>

# **GUIDELINES: SERVICE WORKER**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who assists with food services management in a training capacity</li> <li>* Personnel who patrols buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Structured work content with mainly well-defined tasks</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Catering/protection and safeguarding in/of buildings</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Maintain security</li> <li>* Secure buildings, premises and assets</li> <li>* Safekeeping of keys</li> <li>* Search people, premises and vehicles</li> <li>* Protect and safeguard premises/equipment</li> <li>* Rendering of services relating to food preparation in general</li> <li>* Escort visitors/contractors</li> <li>* Report defects and breaches</li> </ul> <ul style="list-style-type: none"> <li>* Security Services</li> <li>* Catering Services</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:</p> <ul style="list-style-type: none"> <li>* Safety (category B)</li> <li>* Equipment (category B)</li> <li>* Telephone etiquette</li> <li>* Catering (category B)</li> <li>* Fire fighting (category B)</li> <li>* Electronic security system</li> <li>* Health and safety measures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Ability to recognise safety hazards</li> <li>* Ability to operate security equipment including fire arms</li> <li>* Basic interpersonal relationship</li> <li>* Organising</li> <li>* Literacy</li> <li>* Cooking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Communication skills</li> <li>* Client liaison course</li> <li>* Telephone etiquette</li> <li>* Safety management</li> <li>* Catering course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 0 and 2 years</li> <li>* Grade 12 or equivalent: No experience</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in terms of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> Basic, general and procedural information</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Liaise with other departments/provincial administrations eg. Police</li> </ul>	<p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness</p>	

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating clerks who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/providing information or operating telephone switchboards</p> <p><b>AUTONOMY</b>                      * Clerical functions which may include multi-tasks that are mainly well defined</p>	<ul style="list-style-type: none"> <li>* Handle less complicated routine correspondence/enquiries</li> <li>* Administer personnel matters such as leave, appointments</li> <li>* Mentoring including in-service person to person training of new appointees/other personnel</li> <li>* Identify layout</li> <li>* Control of vehicles</li> <li>* Requisition stock</li> <li>* Calculate interests and do adjustments</li> <li>* Secretarial functions</li> <li>* Check and correct typing</li> <li>* Prepare VAT returns</li> <li>* Reconcile accounts</li> <li>* Record capital transactions</li> <li>* Distribute IRP5 Certificate</li> <li>* Calculate PAYE</li> <li>* Capture data</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* Stores (category A/B)</li> <li>* Document tracking, storage and retrieval</li> <li>* HR Matters (category A)</li> <li>* Working procedures in respect of working environment</li> <li>* Computer (category A)</li> <li>* Planning and organising (category A)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Ability to operate fax machines</li> <li>* Knowledge of systems such as e.g. PERSAL/PERSOL</li> <li>* Basic interpersonal relationship</li> <li>* Organising</li> <li>* Typing</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Relevant courses, e.g. in Provisioning Administration, Personnel, etc.</li> <li>* PAS1/LOGIS</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 0 and 2 years</li> <li>* Grade 12 or equivalent: No experience</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Person may be responsible for the handling of cash</li> <li>* Monitor or collate financial data</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions may be made mostly in respect of own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic, general and procedural information</li> </ul>	<ul style="list-style-type: none"> <li>* Petty cash</li> <li>* Issue receipts</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul> <ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	



# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80084 50084D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1040000	Food services aids and waiters
			A2010000	Messengers, porters and deliverers
			H3010200	Bus and heavy vehicle drivers
			E4010000	Security Officers
			B1010100	Secretaries and other keyboard operating clerks
			B1010200	Financial clerks and credit controllers
			B1010300	Library, Mail and related clerks
			B1010400	Human Resources clerks
			B1010500	Material – recording and Transport clerks
			B1020200	Client Information clerks (switchboard, receptionists, information clerks, etc.)

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	7(46)
• Elementary Occupations	7(46)
• Elementary Occupations	7(46)
• Drivers, Operators and Ships' Crew	7(49)
• Service Workers	7(51)
• Administrative Office Workers	7(53)
• Administrative Office Workers	7(53)
• Administrative Office Workers	7(53)
• Administrative Office Workers	7(53)
• Administrative Office Workers	7(53)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 4: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Simple and routine supervision of tasks that require the use of hand-held tools and often requires some physical effort</li> <li>* Personnel who assists with food services at official places</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Structure work content with mainly well-defined tasks</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment, tools and machinery</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> <li>* Give work instruction on single subject area to subordinates</li> </ul>	<ul style="list-style-type: none"> <li>* Guide and advice cleaning staff</li> <li>* Exercise overall control over, supervise and perform co-ordinating functions with regard to messenger services</li> <li>* Supervise, control, organise and allocate duties to porters</li> <li>* Distribute resources</li> <li>* Inspect supplies and equipment</li> <li>* Rendering of services relating to food preparation in general</li> </ul> <ul style="list-style-type: none"> <li>* Ancillary: Cleaning equipment, handtools, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Equipment (category B)</li> <li>* Working procedures in respect of working environment</li> <li>* Courier services (category B)</li> <li>* Gardening (category B)</li> <li>* Catering (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Interpersonal relationship</li> <li>* Organising</li> <li>* Literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* ABET, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Communication skills</li> <li>* Client liaison course</li> <li>* Personnel evaluation course</li> <li>* Computer (software) course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* ABET: Between 5 and 10 years</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* Can influence planning of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions may be made in terms of own work and that of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic, general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with the supervision of lower level manual labourers</li> <li>* Train personnel to enable them to function efficiently</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>		

# **GUIDELINES:**

# **DRIVERS, OPERATORS AND SHIPS' CREW**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Operate and monitors machines in the office environment                      * Transport services</p> <p><b>AUTONOMY</b>                      * Structure work content with a mainly well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on several closely related subject areas which are straight forward                      * Convey procedural information in certain cases</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b>                      * Planning in respect of own work</p> <p><b>DECISION MAKING</b>                      * In some cases decisions may be made mostly in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic, general and procedural information</p>	<p>* Duplicate documents                      * Transport passengers and goods                      * Routine maintenance and garaging of vehicles</p> <p>* Office: Photocopy machine, OHP, etc.                      * Extra/heavy motor vehicle</p> <p>* Co-workers                      * Supervisors                      * Public</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary duties such as:                      * Working procedures in respect of working environment                      * Equipment (category B)                      * Courier Services (category B)</p> <p><b>SKILLS</b>                      * Numeracy                      * Ability to operate photocopy machines                      * Interpersonal relationship                      * Organising                      * Literacy                      * Driving</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p><b>QUALIFICATIONS</b>                      * ABET, where applicable</p> <p><b>TRAINING</b>                      * Instructional techniques                      * Writing skills                      * Personnel evaluation course                      * Safety course</p> <p><b>EXPERIENCE</b>                      * ABET:                      Between 2 and 5 years                      * Drivers' licence code 10:                      Between 0 and 2 years                      * Drivers' licence code 11:                      No experience</p> <p><b>STATUTORY REQUIREMENT</b>                      * Drivers' licence</p>

# **GUIDELINES: SERVICE WORKERS**





# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 4: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating clerks who record, organise, store, retrieve information and perform provisioning and administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information or operating telephone switchboards</p> <p><b>AUTONOMY</b>                      * Clerical functions which may include multi-tasks that are mainly well defined</p>	<ul style="list-style-type: none"> <li>* Capture data</li> <li>* Maintain diaries</li> <li>* Compile production team roster</li> <li>* Transcribe/type manuscripts and publications</li> <li>* Give assistance to obtain properly attended libraries by means of e.g. maintaining books, taking stock etc.</li> <li>* Liaise with personnel</li> <li>* Complete logs/forms etc.</li> <li>* Handle filing system</li> <li>* Personnel matters (routine clerical duties)</li> <li>* Financial matters (routine clerical duties)</li> <li>* Distribute documents by post and fax</li> <li>* Issuing of stock according to orders and PAS-2 forms</li> <li>* Make extracts from legal literature as instructed</li> <li>* Prepare VAT returns</li> <li>* Reconcile accounts</li> <li>* Record capital transactions</li> <li>* Distribute IRP5 Certificate</li> <li>* Calculate PAYE</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* Stores (category B)</li> <li>* Document tracking, storage and retrieval</li> <li>* HR Matters (category A/B)</li> <li>* Working procedures in respect of working environment</li> <li>* Computer (category A)</li> <li>* Planning and organising (category A/B)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Ability to operate fax machines</li> <li>* Knowledge of systems such as e.g. PERSAL/PERSOL/LOGIS</li> <li>* Interpersonal relationship</li> <li>* Organising</li> <li>* Typing</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Relevant courses, e.g. in Provisioning Administration, Personnel, etc.</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 2 and 5 years</li> <li>* Grade 12 or equivalent: Between 0 and 2 years</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Person may be responsible for the handling of cash</li> <li>* Monitor or collate financial data</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> <li>* Convey procedural information in certain cases</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Petty cash</li> <li>* Issue receipts</li> <li>* Tenders</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Basic, general and procedural information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Function as a team leader to assist with supervision of general clerical personnel * Limited authority in respect of quality control</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> </ul>	<p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness * Routine notes/memo's/letters</p> <p><b>CREATIVITY</b> * Basic creativity is required as procedures and policies are well established and little innovation is required</p>	

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80085 50085D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1040000	Food services aids and waiters
			H3010200	Bus and heavy vehicle drivers
			E4010000	Security Officers
			B1010100	Secretaries and other keyboard operating clerks
			B1010200	Financial clerks and credit controllers
			B1010300	Library, Mail and related clerks
			B1010400	Human Resources clerks
			B1010500	Material – recording and Transport clerks
			B1020200	Client Information clerks (switchboard, receptionists, information clerks, etc.)

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	7(58)
• Elementary Occupations	7(58)
• Drivers, Operators and Ships' Crew	7(61)
• Service Workers	7(64)
• Administrative Office Workers	7(67)
• Administrative Office Workers	7(67)
• Administrative Office Workers	7(67)
• Administrative Office Workers	7(67)
• Administrative Office Workers	7(67)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 5: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Simple and routine supervision tasks that require the use of hand-held tools and often requires some physical effort</li> <li>* Personnel who provide food services at official places</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Structured work content with mainly well-defined tasks</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment, tools and machinery</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> </ul>	<ul style="list-style-type: none"> <li>* Guide and advice cleaning staff</li> <li>* Inspect supplies and equipment</li> <li>* Maintain cleaning equipment</li> <li>* Rendering of services relating to food preparation in general</li> </ul> <ul style="list-style-type: none"> <li>* Ancillary: Cleaning equipment, handtools, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Equipment (category B)</li> <li>* Working procedures in respect of working environment</li> <li>* Courier services (category A)</li> <li>* Catering services (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Interpersonal relationship</li> <li>* Organising</li> <li>* Literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* ABET, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Communication skills</li> <li>* Client liaison course</li> <li>* Personnel evaluation course</li> <li>* Computer (software) course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* ABET: More than 10 years</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions may be made mostly in terms of own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic, general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of lower level manual labour</li> <li>* Train personnel to enable them to function efficiently</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>		



# **GUIDELINES:**

# **DRIVERS, OPERATORS AND SHIPS' CREW**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 5: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b> * Driving Instruction</p> <p><b>AUTONOMY</b> * Perform instructional functions which are complex but require frequent interpretation within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p>	<p>* Presentation of lectures and courses on driving skills</p> <p>* Transport passengers and goods</p> <p>* Routine maintenance and garaging of vehicles</p> <p>* Extra/heavy motor vehicles</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:</p> <ul style="list-style-type: none"> <li>* Working procedures in respect of working environment</li> <li>* Equipment (category B)</li> <li>* Courier services (category B)</li> <li>* Planning and organising (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Interpersonal relationship</li> <li>* Organising</li> <li>* Literacy</li> <li>* Driving</li> <li>* Research</li> <li>* Analytical thinking</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation</li> <li>* Notes/memo's/reports</li> <li>* Presentation</li> <li>* Motivation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* ABET</li> <li>* Grade 10 or equivalent where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Driving instructor's course</li> <li>* Instructional techniques</li> <li>* Writing skills</li> <li>* Personnel evaluation course</li> <li>* Safety course</li> <li>* Planning and organising skills</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Drivers' licence code 11: Between 0 and 2 years (where utilised only as a driver) Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENT</b></p> <ul style="list-style-type: none"> <li>* Drivers' licence</li> </ul>

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work and that of others</p> <p><b>DECISION MAKING</b> * In some cases, decisions may be made mostly in respect of own work and that of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic, general and procedural information</p>	<p>* Co-workers * Supervisors * Public</p>	<p><b>CREATIVITY</b> * Basic creativity is required as procedures and policies are well established and little innovation is required</p>	

# **GUIDELINES: SERVICE WORKERS**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who patrols buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</p> <p><b>AUTONOMY</b> * Structured work content with mainly well-defined</p> <p><b>LAND AND BUILDINGS</b> * Protection and safeguarding of buildings</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p>	<ul style="list-style-type: none"> <li>* Report defects and breaches</li> <li>* Maintain security</li> <li>* Safekeeping of keys</li> <li>* Search people, premises and vehicles</li> <li>* Protect and safeguard premises and equipment</li> <li>* Escort visitors / contractors</li> <li>* Secure building, premises and assets</li> </ul> <p>* Security Services</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Equipment (category B)</li> <li>* Telephone etiquette</li> <li>* Fire fighting (category B)</li> <li>* Electronic security system</li> <li>* Health and safety measures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Ability to recognise safety hazards</li> <li>* Interpersonal relationship</li> <li>* Organising</li> <li>* Literacy</li> <li>* Handling fire arms</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Communication skills</li> <li>* Client liaison course</li> <li>* Telephone etiquette</li> <li>* Safety Management</li> <li>* Fire arm training</li> <li>* Occupational Health and safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 5 and 10 years</li> <li>* Grade 12 or equivalent: Between 2 and 5 years</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PLANNING</b> * Planning in respect of own work and that of others</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in terms of own work and that of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> Basic, general and procedural information</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Liaise with other departments/administrations eg. Police</li> </ul>		

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 5: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating clerks who record, organise, store and retrieve information related to the work in the administrative environment and/or deal directly with clients by requesting/providing information or operating telephone switchboards</p> <p><b>AUTONOMY</b>                      * Clerical functions which may include multi-tasks that are mainly well defined</p>	<ul style="list-style-type: none"> <li>* Handle less complicated routine correspondence/enquiries</li> <li>* Administer personnel matters such as leave, appointments</li> <li>* Mentoring including in-service person to person training of new appointees/other personnel</li> <li>* Control of vehicles</li> <li>* Requisition stock</li> <li>* Calculate interests and do adjustments</li> <li>* Secretarial functions</li> <li>* Check and correct typing</li> <li>* Make extracts from legal literature as instructed</li> <li>* Prepare VAT returns</li> <li>* Reconcile accounts</li> <li>* Record capital transactions</li> <li>* Distribute IRP5 Certificate</li> <li>* Calculate PAYE</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* Training (category A/B)</li> <li>* Stores (category B/C)</li> <li>* Document tracking, storage and retrieval</li> <li>* HR Matters (category A/B)</li> <li>* Working procedures in respect of working environment</li> <li>* Computer (category A)</li> <li>* Planning and organising (category B)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Ability to operate fax machines</li> <li>* Knowledge of systems such as e.g. PERSAL/PERSOL/LOGIS</li> <li>* Interpersonal relationship</li> <li>* Ability to interpret relevant directives</li> <li>* Organising</li> <li>* Typing</li> <li>* Problem solving</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Relevant courses, e.g. in Provisioning Administration, Personnel, etc.</li> <li>* PAS1/LOGIS</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: Between 5 and 10 years</li> <li>* Grade 12 or equivalent: Between 2 and 5 years</li> </ul>



**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Person may be responsible for the handling of cash</li> <li>* Monitor or collate financial data</li> <li>* Consolidate accounts</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on several closely related subject areas which are straight forward</li> <li>* Convey procedural information in certain cases</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions may be made mostly in respect of own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>* Petty cash</li> <li>* Issue receipts</li> <li>* Tenders</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters and reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/STAFF</b>                      * Basic, general and procedural information</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Function as a teamleader to assist with supervision of general clerical personnel                      * Limited authority in respect of quality control                      * Training and development</p>	<p>* Co-workers                      * Supervisors                      * Public                      * Other departments/provincial administrations</p> <p>* Assist with personnel evaluation                      * Train and develop personnel                      * Allocate tasks                      * Administer basic HR matters</p>		

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80086 50086D	H3010200	Bus and heavy vehicle drivers
			E4010000	Security Officers
			B1010100	Secretaries and other keyboard operating clerks
			B1010200	Financial clerks and credit controllers
			B1010300	Library, Mail and related clerks
			B1010400	Human Resources clerks
			B1010500	Material – recording and Transport clerks
			B1020200	Client information clerks (switchboard, receptionists, information clerks, etc.)
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals
			C6030100	Logistical Support Personnel
			C6030200	Risk Management and security services

## GUIDELINES

CATEGORY	PAGE
• Drivers, Operators and Ships' Crew	7(72)
• Service Workers	7(75)
• Administrative Office Workers	7(78)
• Administrative Office Workers	7(78)
• Administrative Office Workers	7(78)
• Administrative Office Workers	7(78)
• Administrative Office Workers	7(78)
• Administrative Office Workers	7(78)
• Professionals and Managers	7(82)
• Professionals and Managers	7(82)
• Professionals and Managers	7(82)
• Professionals and Managers	7(82)

# **GUIDELINES:**

# **DRIVERS, OPERATORS AND SHIPS' CREW**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b> * Driving instruction</p> <p><b>AUTONOMY</b> * Perform instructional functions which are complex and require frequent interpretation within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Information will be familiar to the postholder but will require frequent interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached by analysing a variety of mainly standard information</p>	<p>* Presentation of lectures and courses on driving skills * Demonstration and implementation of defensive driving techniques * Transport passengers and goods</p> <p>* Light vehicles * Extra/heavy motor vehicles</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as: * Safety (category B) * Planning and organising (category B) * Work procedures in respect of working environment</p> <p><b>SKILLS</b> * Literacy * Organising * Interpersonal relationship * Problem solving * Maintaining discipline * Conflict resolution * Driving * Research * Analytical thinking</p> <p><b>COMMUNICATION</b> * Verbal exchange of information requiring difficult explanation * Routine notes/memo's/letters/reports * Presentation * Team-building * Motivation</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b> * Driving instructor's course * Instructional techniques * Personnel evaluation course * Safety course * Planning and organising skills</p> <p><b>EXPERIENCE</b> * Drivers' licence code 11: Between 5 and 10 years</p> <p><b>STATUTORY REQUIREMENT</b> * Drivers' licence</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work and help sub-ordinates plan their work</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work and support sub-ordinates</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Exchange of more detailed information regarding procedures/processes</p> <p><b>SUPERVISORY MANAGEMENT</b> * Assist with supervision of personnel at lower levels * Authority in respect of quality control * Assist with personnel assessment</p>	<p>* Co-workers * Public</p> <p>* Train and develop personnel * Allocate tasks</p>	<p><b>CREATIVITY</b> * New ideas are developed that may impact on existing methods/policies/understanding</p>	

# **GUIDELINES: SERVICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who patrols buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</li> <li>* Personnel who provide food services management at official residences</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide protection and catering functions in a multi-task environment where tasks are straight forward but require some interpretation within an established framework</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Assist with catering/safeguarding in/of buildings</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Protect and safeguard premises, people and equipment</li> <li>* Maintain security</li> <li>* Secure buildings, premises and assets</li> <li>* Safekeeping of keys</li> <li>* Search people, premises and vehicles</li> <li>* Food services</li> <li>* Escort visitors / contractors</li> <li>* Report defects and breaches</li> </ul> <ul style="list-style-type: none"> <li>* Access control</li> <li>* Security services</li> <li>* Catering services</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:</p> <ul style="list-style-type: none"> <li>* Safety (category B)</li> <li>* Planning and organising (category B)</li> <li>* Analysis of security risks</li> <li>* Catering (category B)</li> <li>* Fire fighting (category B)</li> <li>* Electronic security system</li> <li>* Health and safety measures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Organising</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Conflict resolution</li> <li>* Skills on security matters</li> <li>* Cooking</li> <li>* Handling fire arms</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation</li> <li>* Simple notes, memo's, letters and reports</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Communication skills</li> <li>* Client liaison course</li> <li>* Personnel evaluation course</li> <li>* Personnel management course</li> <li>* Telephone etiquette</li> <li>* Safety management</li> <li>* Labour relations course</li> <li>* Catering course</li> <li>* Fire arm training</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> <li>* Tertiary qualification: No experience</li> </ul>



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan own work and help sub-ordinates plan their work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and support sub-ordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <p>Exchange of more detailed information regarding departmental policies/strategies</p> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of personnel</li> <li>* Limited authority in respect of quality control</li> <li>* Assist with personnel assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Liaise with other departments/administrations eg. Police</li> </ul> <ul style="list-style-type: none"> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 6: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Office and keyboard-operating clerks who record, organise, store retrieve information and perform provisioning and administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information or operating telephone switchboards</li> <li>* Policy formulation and administration</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide specialist clerical to general administrative functions in a multi task environment where tasks are straight forward but require some interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Payroll transactions</li> <li>* Calculate PAYE</li> <li>* Cash and credit transactions</li> <li>* Distribute IRP5 Certificate</li> <li>* Inspect received stock</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Render support in recruiting and appointing personnel</li> <li>* Render secretarial functions</li> <li>* Render support services such as advice on utilisation of new equipment such as e.g. computers, etc.</li> <li>* Correspondence on policy issues</li> <li>* Make extracts of legal literature as instructed</li> <li>* Process matters concerning the execution of policy, organising as well as work practices regarding provisioning administration</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR Matters (category A/B)</li> <li>* Stores (category B/C)</li> <li>* Telephone etiquette</li> <li>* Planning and organising (category B/C)</li> <li>* Procurement directives and procedures</li> <li>* Statistics</li> <li>* Computer (category B)</li> <li>* Training (category A/B)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Ability to interpret directives</li> <li>* Interpersonal relationship</li> <li>* Formulating and editing</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Conflict resolution</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Typing</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification:</li> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course: Provisioning Administration I</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: No experience</li> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor the budget levels by collecting financial data</li> <li>* Authorise expenditure in some cases</li> <li>* Person may still be responsible for the handling of cash</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores by ordering/dispatching supplies</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan own work and help sub-ordinates plan their work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and support sub-ordinates</li> </ul>	<ul style="list-style-type: none"> <li>* Petty cash payments</li> <li>* Handle S&amp;T claims</li> <li>* Tenders</li> <li>* Issue receipts</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation, helpfulness and politeness</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Team building</li> <li>* Negotiations</li> <li>* Motivation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job contents</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/STAFF</b>                      * Exchange of more detailed information regarding procedures/processes</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Function as teamleader to assist with supervision of clerical personnel at lower levels                      * Limited authority in respect of quality control</p>	<p>* Co-workers                      * Public                      * Supervisors                      * Other departments/provincial administrations                      * Assist with personnel evaluation                      * Training and development</p> <p>* Train and develop personnel                      * Allocate tasks                      * Administer basic HR matters</p>		

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job contents	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 6: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide general to specialist administrative functions in a multi-task environment where tasks are straight forward but require some interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Assist with the executing of expenditure cycle audit</li> <li>* Audit financial data</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislation</li> <li>* Develop policies</li> <li>* Conduct research regarding work organisation</li> <li>* Conduct job analysis investigations</li> <li>* Compile press releases</li> <li>* Assist with organisation of press conferences</li> <li>* Assists in planning work on assigned segments of the audits</li> <li>* Reviews transactions, documents, records, reports and methods for accuracy and effectiveness</li> <li>* Render support in recruiting and appointing personnel</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A/B)</li> <li>* How to do research/gather information</li> <li>* Auditing procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Statistics/Economics</li> <li>* Computer (category B)</li> <li>* Training (category B)</li> <li>* Provisioning Administration</li> <li>* Job Evaluation System</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Ability to interpret relevant directives</li> <li>* Interpersonal relationship</li> <li>* Formulating and editing</li> <li>* Conflict resolution</li> <li>* Problem solving</li> <li>* Accounting</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Apply job evaluation instruments</li> <li>* Media relations</li> <li>* Marketing communications</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Security Administration Officer' Course</li> <li>* Risk Management/Control</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: No experience</li> </ul>





# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80087 50087D	E4010000	Security Officers
			E1010000	Housekeepers and related workers
			B1010100	Secretaries and other keyboard operating clerks
			B1010200	Financial clerks and credit controllers
			B1010300	Library, Mail and related clerks
			B1010400	Human Resources clerks
			B1010500	Material – recording and Transport clerks
			B1020200	Client information clerks (switchboard, receptionists, information clerks, etc.)
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals
			C6030100	Logistical Support Personnel
			C6030200	Risk Management and security services

## GUIDELINES

CATEGORY	PAGE
• Service Workers	7(86)
• Service Workers	7(86)
• Administrative Office Workers	7(89)
• Administrative Office Workers	7(89)
• Administrative Office Workers	7(89)
• Administrative Office Workers	7(89)
• Administrative Office Workers	7(89)
• Administrative Office Workers	7(89)
• Professionals and Managers	7(93)
• Professionals and Managers	7(93)
• Professionals and Managers	7(93)
• Professionals and Managers	7(93)

# **GUIDELINES: SERVICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 7: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who patrols buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</li> <li>* Personnel who provide food services management and official residences</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide protection and catering functions in a multi-task environment where functions are straight forward but require some interpretation within an established framework</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contributing to the catering/safeguarding in/of buildings</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Assist with the execution of risk control sub-element (identify and analyse-monitor)</li> <li>* Implement security measures</li> <li>* Compile security investigation manuals</li> <li>* Conduct security investigation and write reports</li> <li>* Maintain security/security risk assessments</li> <li>* Safekeeping of keys</li> <li>* Food services</li> <li>* Escort visitors / contractors</li> <li>* Report defects and breaches</li> </ul> <ul style="list-style-type: none"> <li>* Access control</li> <li>* Security services</li> <li>* Catering services</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures and processes such as:</p> <ul style="list-style-type: none"> <li>* Safety (category B)</li> <li>* Planning and organising (category B)</li> <li>* Analysis of security risks</li> <li>* Catering (category B)</li> <li>* Fire fighting (category B)</li> <li>* Electronic security system</li> <li>* Health and safety measures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Organising</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Conflict resolution</li> <li>* Skills on security matters</li> <li>* Cooking</li> <li>* Handling fire arms</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Motivation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Personnel evaluation course</li> <li>* Labour relations course</li> <li>* Safety management course</li> <li>* Catering course</li> <li>* Safety, Health and Environmental risks</li> <li>* Fire arm training</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> <li>* Tertiary qualification: Between 0 and 2 years</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan own work and help sub-ordinates plan their work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and support sub-ordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <p>Exchange of more detailed information regarding departmental policies/strategies</p> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of security and food services personnel</li> <li>* Authority in respect of quality control</li> <li>* Training and development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Liaise with other departments/administrations eg. Police</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

# **GUIDELINES:**

# **ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 7: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Office and keyboard-operating clerks who record, organise, store retrieve information and perform provisioning and administrative functions related to the work in the office environment and/or deal directly with clients by requesting/ providing information or operating telephone switchboards</li> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide specialist clerical to general administrative functions in a multi task environment where tasks are straight forward but require some interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Inspect received stock</li> <li>* Render support in recruiting and appointing personnel</li> <li>* Render secretarial functions</li> <li>* Render support services such as advice on utilisation of new equipment such as e.g. computers, etc.</li> <li>* Make extracts of legal literature as instructed</li> <li>* Render support in negotiations</li> <li>* Reconcile accounts and report deviations</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR Matters (category A/B)</li> <li>* Training (category B/C)</li> <li>* Telephone etiquette</li> <li>* Planning and organising (category C)</li> <li>* Procurement directives and procedures</li> <li>* Statistics</li> <li>* Computer (category B)</li> <li>* Stores (category B/C)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Ability to interpret directives</li> <li>* Interpersonal relationship</li> <li>* Formulating and editing</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Conflict resolution</li> <li>* Typing</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course: Provisioning Administration II</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 0 and 2 years</li> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor the budget levels by collecting financial data</li> <li>* Authorise expenditure in some cases</li> <li>* Person may still be responsible for the handling of cash</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores by ordering/dispatching supplies</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul>	<ul style="list-style-type: none"> <li>* Petty cash payments</li> <li>* Handle S&amp;T claims</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation, helpfulness and politeness</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Plan own work and help sub-ordinates plan their work</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work and support sub-ordinates</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Exchange of more detailed information regarding procedures/processes</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Assist with supervision of clerical personnel * Limited authority in respect of quality control * Assist with personnel assessment</p>	<p>* Co-workers * Public * Supervisors * Other departments/provincial administrations</p> <p>* Train and develop personnel * Allocate tasks</p>		



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 7: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide general to specialist administrative functions in a multi-task environment where tasks are straight forward but require some interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislations</li> <li>* Develop policies</li> <li>* Conduct research regarding work organisation</li> <li>* Conduct job analysis investigations</li> <li>* Compile press releases</li> <li>* Assist with organisation of press conferences</li> <li>* Survey functions and activities to determine the nature of operations</li> <li>* Determine the direction and thrust of the proposed audit effort</li> <li>* Prepare formal written reports</li> <li>* Execute risk control sub-elements</li> <li>* Control security system</li> <li>* Coordinate security matters</li> <li>* Compile security investigation manuals</li> <li>* Conduct investigations and write reports</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B/C)</li> <li>* HR matters (category A/B/C)</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Statistics/Economics</li> <li>* Computer (category B)</li> <li>* Training (category B)</li> <li>* GAAP</li> <li>* Job Evaluation System</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Ability to interpret relevant directive</li> <li>* Interpersonal relationship</li> <li>* Formulating and editing</li> <li>* Problem solving</li> <li>* Conflict resolution</li> <li>* Accounting</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Apply job evaluation instruments</li> <li>* Media relations</li> <li>* Marketing communications</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Security Administration Officers Course</li> <li>* Risk Management/Control</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 0 and 2 years</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Execute expenditure cycle audit</li> <li>* Audit financial data</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of sub-ordinates</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions will be mostly in respect of own work and that of subordinates</li> </ul>	<p>* <b>Advice regarding policies, interpretations, etc.</b></p>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation, helpfulness and politeness</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Team building</li> <li>* Negotiations</li> <li>* Motivation</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Exchange of more detailed information regarding procedures/processes</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Assist in the supervision of administrative/professional personnel                      * Training and development</p>	<p>* Co-workers                      * Public                      * Supervisors                      * Other departments/provincial administrations</p> <p>* Personnel Performance Management System                      * Train and develop personnel                      * Allocate tasks</p>		

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80088 50088D	E4010000	Security Officers
			E1010000	Housekeepers and related workers
			B1010400	Human Resources clerks
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals
			C6030100	Logistical Support Personnel
			C6030200	Risk Management and security services

## GUIDELINES

CATEGORY	PAGE
• Service Workers	7(98)
• Service Workers	7(98)
• Administrative Office Workers	7(101)
• Professionals and Managers	7(104)
• Professionals and Managers	7(104)
• Professionals and Managers	7(104)
• Professionals and Managers	7(104)

# **GUIDELINES: SERVICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 8: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who patrols buildings and premises to prevent illegal entry, theft, violence and other unlawful acts</li> <li>* Personnel who provide food services management at official residences</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide protection, security as well as catering functions in a multi-task environment where tasks are difficult but require some interpretation within an established framework</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute to safeguarding of buildings</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Control work performance against strategic objectives</li> <li>* Maintain security/security risk assessments</li> <li>* Execute risk control sub-elements</li> <li>* Compile security investigation manuals</li> <li>* Conduct investigations and write reports</li> <li>* Safekeeping of keys</li> <li>* Food Services</li> <li>* Control emergency plans</li> <li>* Plan security tasks</li> <li>* Handling of volatile incidents/crowd control</li> </ul> <ul style="list-style-type: none"> <li>* Access control</li> <li>* Security services</li> <li>* Catering services</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Planning and organising (category C)</li> <li>* Analysis of security risks</li> <li>* Training (category B)</li> <li>* Catering (category B/C)</li> <li>* Fire fighting (category B)</li> <li>* Health and safety measures</li> <li>* Electronic security system</li> <li>* Emergency planning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Organising</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Conflict resolution</li> <li>* Skills on security matters</li> <li>* Cooking</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Handling fire arms</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Teambuilding</li> <li>* Negotiations</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Personnel evaluation course</li> <li>* Labour relations course</li> <li>* Safety management course</li> <li>* Catering course</li> <li>* Fire arm training</li> <li>* Safety, Health and environmental risks</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan own work and help subordinates plan their work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and support subordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <p>Exchange of more detailed information regarding departmental policies/strategies</p> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of security and food services personnel</li> <li>* Authority in respect of quality control</li> <li>* Assist with personnel assessment</li> <li>* Training and development</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Liaise with other departments/administrations eg. Police</li> </ul> <ul style="list-style-type: none"> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/ understanding</li> </ul>	



# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 8: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Office clerks who record, organise, store retrieve information and perform provisioning and administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information</li> <li>* Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide specialist clerical to general administrative functions in a multi task environment where tasks are straight forward but require some interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor the budget levels by collecting financial data</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Assist with the efficient managing of stores by ordering/dispatching supplies</li> </ul>	<ul style="list-style-type: none"> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Render support in recruiting and appointing personnel</li> <li>* Render support services such as advice on utilisation of new equipment such as e.g. computers, etc.</li> <li>* Determine and arrange matters pertaining to provisioning administration</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Miscellaneous supplies</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR Matters (category B/C)</li> <li>* Training (category C)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> <li>* Stores (category C)</li> <li>* Provisioning Administration</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Ability to interpret directives</li> <li>* Interpersonal relationship</li> <li>* Formulating and editing</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Conflict resolution</li> <li>* Research</li> <li>* Analytical thinking</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation, helpfulness and politeness</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Team building</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Motivation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course: Provisioning Administration III</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 2 and 5 years</li> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan own work and help sub-ordinates plan their work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and support sub-ordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/ MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of clerical personnel</li> <li>* Authority in respect of quality control</li> <li>* Training and development</li> <li>* Formal disciplinary authority</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Supervisors</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> <li>* Maintain discipline</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/ understanding</li> </ul>	

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 8: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide specialist general administrative functions in a multi-task environment where tasks are difficult but require frequent interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Budget inputs/compilation</li> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislations</li> <li>* Develop policies</li> <li>* Maintain security matters</li> <li>* Receive guests</li> <li>* Conduct job analysis investigations</li> <li>* Compile press releases</li> <li>* Assist with organisation of press conferences</li> <li>* Survey functions and activities to determine the nature of operations</li> <li>* Determine the direction and thrust of the proposed audit effort</li> <li>* Determines the auditing procedures including statistical sampling and the use of electronic data processing of equipment</li> <li>* Prepares written reports</li> <li>* Execute, coordinate, control and implement security measures</li> <li>* Compile security investigation manuals</li> <li>* Conduct investigations and write reports</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category B/C)</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Planning and organising (category C)</li> <li>* Statistics</li> <li>* Computer (category B)</li> <li>* Training (category C)</li> <li>* GAAP</li> <li>* Provisioning Administration</li> <li>* Emergency planning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Ability to interpret relevant directives</li> <li>* Interpersonal relationship</li> <li>* Formulating and editing</li> <li>* Problem solving</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Accounting</li> <li>* Policy analyst</li> <li>* Research</li> <li>* Budgeting</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Risk Management / control</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by collating/analysing financial data and consolidating accounts</li> <li>* Authorise expenditure in some cases</li> <li>* Execute expeditious cycle audit</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use of a variety of equipment</li> <li>* Control use by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Contribute to the efficient management of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute to management of buildings</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive advice on wide ranging but related subjects within an established framework</li> <li>* Information will be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents</li> <li>* Conclusions are reached by analysing a variety of information</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC's</li> <li>* Computer: Network equipment</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Tender procedures, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Offices</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Apply job evaluation instruments</li> <li>* Media relations</li> <li>* Marketing communications</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation, helpfulness and politeness</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Team building</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Motivations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work and support sub-ordinates</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work and that of sub-ordinates</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Exchange of more detailed information regarding procedures/processes</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Assist with supervision of administrative/professional personnel * Training and development * Formal disciplinary authority * Technical assistance and advice</p>	<p>* Co-workers * Public * Supervisors * Other departments/provincial administrations</p> <p>* Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline</p>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80089 50089D	B1010400	Human Resources clerks
			C6010302	Middle Managers: Human Resources related
			C6010303	Middle Managers: Finance and Economics related
			C6010311	Middle Managers: Household, food and laundry services related
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	7(109)
• Professionals and Managers	7(112)
• Professionals and Managers	7(112)
• Professionals and Managers	7(112)
• Professionals and Managers	7(112)
• Professionals and Managers	7(112)



# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 9: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who formulate and/or give advice on government policies/legislations of an administrative nature</p> <p><b>AUTONOMY</b>                      * Provide specialist clerical to general administrative functions in a multi task environment where tasks are difficult but require frequent interpretation in the absence of an established framework                      * Policy development and management</p> <p><b>FINANCIAL RESOURCES</b>                      * Control expenditure of others                      * Monitor the budget levels by collecting financial data                      * Authorise expenditure in some cases</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores                      * Assist with the efficient managing of stores by ordering/dispatching supplies</p>	<p>* Conduct elementary research on matters relating to the HR function                      * Render support in recruiting and appointing personnel                      * Maintain an information system to comply specifically with the needs of the working environment                      * Render advice on utilisation of new equipment such as e.g. computers, etc.                      * Determine and arrange matters pertaining to provisioning administration</p> <p>* Office: PC's, photocopier, etc.                      * Computer: Network equipment, etc.</p> <p>* Stationary                      * Printing supplies                      * Maintenance supplies                      * Miscellaneous supplies</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a variety of work procedures such as:                      * Finance (category B/C)                      * HR Matters (category B/C)                      * Planning and organising (category C)                      * Procurement directives and procedures                      * Statistics                      * Computer (category B)                      * Stores (category C)                      * Training (category B/C)                      * Provisioning Administration</p> <p><b>SKILLS</b>                      * Mathematics                      * Organising                      * Ability to operate computers                      * Interpersonal relationships                      * Problem solving                      * Maintaining discipline                      * Conflict resolution                      * Research                      * Analytical thinking</p>	<p><b>QUALIFICATIONS</b>                      * Tertiary qualification                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>TRAINING</b>                      * Course:                      Provisioning Administration III</p> <p><b>EXPERIENCE</b>                      * Tertiary qualification:                      Between 5 and 10 years                      * Grade 10 or equivalent:                      More than 10 years                      * Grade 12 or equivalent:                      More than 10 years</p>



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 9: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide specialist to general administrative functions in a multi-task environment where tasks are difficult but require frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislations</li> <li>* Develop policies</li> <li>* Manage guest house</li> <li>* Complete budget submissions</li> <li>* Formulate policies regarding HR practices</li> <li>* Prepare training lectures</li> <li>* Conduct research regarding work organisation</li> <li>* Conduct job analysis investigations</li> <li>* Compile press releases</li> <li>* Organise press conferences</li> <li>* Determine and classifies audit projects as to which degree of risk and significance in relation to operational factors of costs, schedule and quality</li> <li>* Reviews and edit audit reports</li> <li>* Identifies factors causing deficient conditions and recommends courses of action</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety of work and procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B/C)</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* Auditing procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Compilation of management reports</li> <li>* Planning and organising (category C)</li> <li>* Statistics/Economics</li> <li>* Computer (category B)</li> <li>* Training (category C)</li> <li>* Catering (category C)</li> <li>* GAAP</li> <li>* Job evaluation system</li> <li>* Provisioning Administration</li> <li>* Emergency planning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Project management</li> <li>* Cooking</li> <li>* Budgeting</li> <li>* Accounting</li> <li>* Policy formulating and analysis</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Risk Management/control</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor expenditure cycle audit</li> <li>* Audit financial data</li> <li>* Monitor budget levels by collating/analysing financial data</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control usage by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of property</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural, technical and policy matters to departments/provincial administrations, colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Give advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder but will require in-depth analysis and interpretation before an action can be taken</li> </ul>	<ul style="list-style-type: none"> <li>* Control risk/loss elements</li> <li>* Compile, determine and monitor budget</li> <li>* Execute, coordinate, control and implement security measures</li> <li>* Compile security investigation manuals</li> <li>* Conduct investigations and write reports</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> <li>* Maintenance supplies</li> <li>* Tender procedures</li> <li>* Risk analysis on amounts of stock, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Offices</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Apply job evaluation instruments</li> <li>* Media relations</li> <li>* Marketing communications</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Routine notes, memo's, letters and reports</li> <li>* Cabinet memoranda</li> <li>* Team building</li> <li>* Negotiations</li> <li>* Facilitation</li> <li>* Presentations</li> <li>* Motivation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to broad policy guide</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of sub-ordinates</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and that of sub-ordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative/professional personnel</li> <li>* Authority in respect of quality control</li> <li>* Formal disciplinary authority</li> <li>* Training and development</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Supervisors</li> <li>* Other departments/provincial administrations</li> <li>* Management</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management Systems</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> <li>* Administer basic HR matters</li> </ul>		

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80090 50090D	C6010302	Middle Managers: Human Resources related
			C6010303	Middle Managers: Finance and Economics related
			C6010308	Middle Managers: Administrative related
			C6010311	Middle Managers: Household, food and laundry services related
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(117)
• Professionals and Managers	7(117)
• Professionals and Managers	7(117)
• Professionals and Managers	7(117)
• Professionals and Managers	7(117)
• Professionals and Managers	7(117)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide specialist to general administrative functions in a multi-task environment where tasks are difficult but require frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislations</li> <li>* Develop policies</li> <li>* Formulate policies regarding HR practices</li> <li>* Conduct research regard work organisation</li> <li>* Manage guest house</li> <li>* Prepare training modules</li> <li>* Compile press releases</li> <li>* Organise press conferences</li> <li>* Determine and classifies audit projects as to which degree of risk and significance in relation to operational factors of costs, schedule and quality</li> <li>* Reviews and edit audit reports</li> <li>* Identifies factors causing deficient conditions and recommends courses of action</li> <li>* Execute, coordinate, control and implement security measures</li> <li>* Compile security investigation manuals</li> <li>* Conduct investigations and write reports</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a wide range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B/C)</li> <li>* Reporting procedures</li> <li>* Information systems</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Compilation of management reports</li> <li>* Planning and organising (category C)</li> <li>* Statistics/Economics</li> <li>* Computer (category B)</li> <li>* Training (category C)</li> <li>* Catering (category C)</li> <li>* GAAP</li> <li>* Job Evaluation System</li> <li>* Provisioning Administration</li> <li>* Emergency planning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers</li> <li>* Problem solving</li> <li>* Ability to interpret relevant directives</li> <li>* International relationship</li> <li>* Formulating and editing</li> <li>* Accounting</li> <li>* Project management</li> <li>* Conflict management</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Risk Management/control</li> <li>* Occupation Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul>

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor expenditure cycle audits</li> <li>* Audit financial data</li> <li>* Monitor budget levels by collating/analysing financial data</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control usage by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of property</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural/technical and policy matters to departments/provincial administrations, colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Give advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be familiar to the postholder but will require in-depth analysis and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Office, PC's, photocopiers, etc.</li> <li>* Computer: Network equipment</li>   <li>* Maintenance supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Miscellaneous supplies</li> <li>* Tender procedures, etc.</li>   <li>* Libraries</li> <li>* Offices</li> </ul>	<ul style="list-style-type: none"> <li>* Budgeting</li> <li>* Analytical thinking</li> <li>* Research</li> <li>* Project management</li> <li>* Budgeting</li> <li>* Media relations</li> <li>* Marketing Communications</li> <li>* Apply job evaluation instruments</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's, letters and reports</li> <li>* Cabinet memoranda</li> <li>* Team building</li> <li>* Financial reports</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Motivation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying instructions or procedures or referring to broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best courses of actions</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of sub-ordinates</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and that of sub-ordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative/professional personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Formal disciplinary authority</li> <li>* Training and development</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Management</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management Systems</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> <li>* Administer basic HR matters</li> </ul>		

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80091 50091D	C6010302	Middle Managers: Human Resources related
			C6010303	Middle Managers: Finance and Economics related
			C6010308	Middle Managers: Administrative related
			C6020100	Financial and related professionals
			C6020200	Humana Resources and organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(122)
• Professionals and Managers	7(122)
• Professionals and Managers	7(122)
• Professionals and Managers	7(122)
• Professionals and Managers	7(122)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide general to specialist administrative functions in a multi-task environment where tasks are complex but require frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislations</li> <li>* Develop provisioning/security/personnel or finance strategies</li> <li>* Policy inputs regarding the development, provisioning and maintenance of a comprehensive administrative service</li> <li>* The development and provisioning of goal directed education and training to all categories of personnel in the functional terrain</li> <li>* The organising and inspection of administrative services, identification of the needs for improved services, and the formulation of programmes and projects and the implementation thereof</li> <li>* Identifies those activities subject to audit coverage, evaluate their significance, and assess the degree of risk</li> <li>* Develops a system of cost and schedule control over audit projects</li> <li>* Establish standards of performance and by review, determine that performance meets the standards</li> <li>* Provide and interpret reports on audit coverage and results</li> <li>* Establish and monitor the accomplishment of objectives</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Deep knowledge of a wide range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Safety (category C)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Research</li> <li>* Procurement directives and procedures</li> <li>* Statistics</li> <li>* Computer (category B)</li> <li>* GAAP</li> <li>* Job Evaluation System</li> <li>* Provisioning Administration</li> <li>* Emergency planning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers (hardware and software)</li> <li>* Ability to interpret relevant directives</li> <li>* Formulating and editing</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Accounting</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Risk management /control</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* May be involved in major budget planning depending on post</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control use by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural/technical and policy matters to departments/provincial administrations, colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Give advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and interpretation before an action can be taken</li> </ul>	<ul style="list-style-type: none"> <li>* Execute, coordinate, control and implement security measures</li> <li>* Compile security investigation manual</li> <li>* Conduct investigations and write reports</li> </ul> <ul style="list-style-type: none"> <li>* Office, PC's, photocopiers, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Maintenance supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Miscellaneous supplies</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Financial reports</li> <li>* Management reports</li> <li>* Conflict management</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Media relations</li> <li>* Apply job evaluation instruments</li> <li>* Marketing communications</li> <li>* Research</li> <li>* Analytical thinking</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of sensitive information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's, letters and reports</li> <li>* Cabinet memoranda</li> <li>* Memoranda</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Management</li> <li>* Financial reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying instructions or procedures or referring to broad policy guidelines</li> <li>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course of actions</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of sub-ordinates</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work and that of sub-ordinates</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative/professional personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Formal disciplinary authority</li> <li>* Training and development</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Management</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management Systems</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> <li>* Administer basic HR matters</li> </ul>		

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80092 50092D	C6010302	Middle Managers: Human Resources related
			C6010303	Middle Managers: Finance and Economics related
			C6010308	Middle Managers: Administrative related
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(127)
• Professionals and Managers	7(127)
• Professionals and Managers	7(127)
• Professionals and Managers	7(127)
• Professionals and Managers	7(127)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination, work organisation and organisational performance</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Provide general to specialist administrative functions in a multi-task environment where tasks are complex but require frequent interpretation in the absence of an established framework</li> <li>* Policy development and management</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare speeches</li> <li>* Issue publications</li> <li>* Conduct elementary research on matters relating to the HR function</li> <li>* Maintain an information system to comply specifically with the needs of the working environment</li> <li>* Correspondence on policy issues</li> <li>* Compile annual reports</li> <li>* Conduct research</li> <li>* Administration/auditing of finance in terms of the provisions of the Act on the Exchequer and other applicable legislations</li> <li>* Maintain and evaluate policy development and implementation</li> <li>* Develop provisioning/security/personnel or finance strategies</li> <li>* Policy inputs regarding the development, provisioning and maintenance of a comprehensive administrative service</li> <li>* The development and provisioning of goal directed education and training to all categories of personnel in the functional terrain</li> <li>* The organising and inspection of administrative services, identification of the needs for improved services, and the formulation of programmes and projects and the implementation thereof</li> <li>* Identifies those activities subject to audit coverage, evaluate their significance, and assess the degree of risk</li> <li>* Develops a system of cost and schedule control over audit projects</li> <li>* Establish standards of performance and by review, determine that performance meets the standards</li> <li>* Provide and interpret reports on audit coverage and results</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Deep knowledge of a wide range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Safety (category C)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Research</li> <li>* Procurement directives and procedures</li> <li>* Computer (category B)</li> <li>* GAAP</li> <li>* Job Evaluation System</li> <li>* Provisioning Administration</li> <li>* Emergency planning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computers (hardware and software)</li> <li>* Ability to interpret relevant directive</li> <li>* Formulating and editing</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Accounting</li> <li>* Financial reports</li> <li>* Management reports</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Risk Mangement / control</li> <li>* Occupational Health and Safety (NOSA)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul>

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor expenditure cycle audit</li> <li>* Audit financial data</li> <li>* Monitor budget levels by collating/analysing financial data</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control use by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of property</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural/technical and policy matters to departments/provincial administrations, colleagues and the public</li> </ul>	<ul style="list-style-type: none"> <li>* Establish and monitor the accomplishment of objectives</li> <li>* Execute, coordinate, control and implement security measures</li> <li>* Compile security investigation manual</li> <li>* Conduct investigations and write reports</li> </ul> <ul style="list-style-type: none"> <li>* Office, PC's, photocopiers, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Maintenance supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Miscellaneous supplies</li> <li>* Tender procedures, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Libraries</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Conflict management</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Media relations</li> <li>* Marketing communications</li> <li>* Apply job evaluation instruments</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of sensitive information requiring difficult explanation as well as tact and diplomacy</li> <li>* Complex notes, memo's, letters and reports</li> <li>* Cabinet memoranda</li> <li>* Team building</li> <li>* Negotiations</li> <li>* Presentation</li> <li>* Management reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that may impact on existing methods/policies/understanding</li> </ul>	

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Give advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and interpretation before an action can be taken</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of more detailed information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative/professional personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Formal disciplinary authority</li> <li>* Training and development</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Management</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management Systems</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> <li>* Administer basic HR matters</li> </ul>		

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80093 50093D	C6010200	Senior Management
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(132)
• Professionals and Managers	7(132)
• Professionals and Managers	7(132)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Specialist senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b>                      * Complex work content including policy development and management as well as the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/ administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/ administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Managerial functions</li> <li>* Computer (category B)</li> <li>* GAAP</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Conflict management</li> <li>* Financial management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Strategic management</li> <li>* Change/diversity management</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practices depending on the area of utilisation</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Tertiary qualification:                      More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b>                      * To be determined during the further development of the CORE's</p>

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few sources within the Department/provincial administration</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Boats/ships/aircraft</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Hospitals</li> <li>* Official residences</li>   <li>* Departmental policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department policy/strategy</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/ memos/ letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b>                      * Conclusions on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b>                      * Plan the work of the directorate and often influence the planning to be done in other departments/provincial administrations</p> <p><b>DECISION MAKING</b>                      * Resolve job related problems referred to by others                      * Authorise actions                      * Recommend/decide on issues that will impact on the public service                      * Control projects                      * Recommend actions requiring major resource commitment by others                      * Amend existing practices and procedures for their work area</p>	<p>* Resource allocation                      * Projects                      * Statistical forecasting                      * Application of policy or procedures                      * Significant financial planning                      * Contribution to Departmental/provincial administration strategic planning</p>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Information which are of a highly specialised nature</p> <p><b>CONTENT OF COMMUNICATION</b>                      * Highly specialised information on a wide range of unrelated subjects</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of whom the composition may vary from administrative/technical/ scientific up to professional                      * As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Legal practitioners</li> <li>* Other departments/ provincial administrations</li> <li>* Minister/Premier</li> <li>* Private sector organisations</li> <li>* General public</li> <li>* Academic institutions</li> <li>* Media</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Departmental/provincial administration policy/strategy</li> <li>* Technical/professional</li> <li>* Public Service policy/strategy</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80094 50094D	C6010100	Head of Department/Chief Executive Officer
			C6010200	Senior Management
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(138)
• Professionals and Managers	7(138)
• Professionals and Managers	7(138)
• Professionals and Managers	7(138)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Specialist senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b>                      * Complex work content requiring frequent interpretation including policy development and management as well as the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department in high level committees</li> <li>* Making of strategic decisions in order to use best alternative to achieve organisational goals</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Managerial functions</li> <li>* Computer (category B)</li> <li>* GAAP</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Conflict management</li> <li>* Financial Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Strategic management</li> <li>* Change/diversity management</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practises depending on the area of utilisation</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Tertiary qualification:                      More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b>                      * To be determined during the further development of the CORE's</p>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery in the department/provincial administration.</p> <p><b>INVOLVEMENT WITH STORES</b> Overall responsibility for stores in the department/provincial administration carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/Manufacturing</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Boats/ships/aircraft</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</li> <li>* Medical supplies</li> <li>* Arms and ammunition</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Forests</li> <li>* Official Residences</li> <li>* Construction sites</li> <li>* Farms</li> <li>* Hospitals</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating/negotiation</li> <li>* Complex notes/memos/ letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department/provincial administration</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of chief directorate and often influence the planning to be done in other departments/provincial administrations</p>	<ul style="list-style-type: none"> <li>* Departmental policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li> <li>* Advice/assistance to political office bearers</li> </ul> <ul style="list-style-type: none"> <li>* Technical/professional</li> <li>* Department/provincial administration policy/strategy</li> </ul> <ul style="list-style-type: none"> <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedures</li> <li>* Major financial planning</li> <li>* Contributing to/Deciding on the departmental provincial administration strategic plan</li> </ul>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Resolve job related problems referred to by others</li> <li>* Authorise actions</li> <li>* Recommend/decide on issues that will impact on the public service</li> <li>* Control projects</li> <li>* Recommend actions requiring major resource commitment by others</li> <li>* Amend existing practices and procedures for their work area</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Information which are of a highly specialised nature</li> </ul> <p><b>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Highly specialised information on a wide range of unrelated subjects</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from administrative/technical/scientific up to professional</li> <li>* As part of managing chief directorate, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Legal Practitioners</li> <li>* Other departments/provincial administrations</li> <li>* Minister/Premier/MEC's</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Departmental/provincial administration policy/strategy</li> <li>* Technical/professional</li> <li>* Public Service policy/strategy</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80095 50095D	C6010100	Head of Department/Chief Executive Officer
			C6010200	Senior Management
			C6020100	Financial and related professionals
			C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(144)
• Professionals and Managers	7(144)
• Professionals and Managers	7(144)
• Professionals and Managers	7(144)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Specialist top management functions requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Complex work content requiring frequent interpretation including policy development and management as well as the determination of direction/strategy.</li> </ul>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Managerial functions</li> <li>* Computer (category B)</li> <li>* GAAP</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Strategic Management</li> <li>* Change/diversity management</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification plus training and courses in management practices depending on the area of utilisation</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* To be determined during the further development of the CORE's</li> </ul>

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores in the department/provincial administration carrying a wide variety of supplies.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/Manufacturing</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Boats/ships/aircraft</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</li> <li>* Medical supplies</li> <li>* Construction</li> <li>* Arms and ammunition</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating/negotiation</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>LAND AND BUILDINGS</b>                      * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b>                      * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p><b>JOB INFORMATION</b>                      * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b>                      * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<ul style="list-style-type: none"> <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Forests</li> <li>* Official Residences</li> <li>* Construction sites</li> <li>* Farms</li> <li>* Hospitals</li>   <li>* Departmental/provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li> <li>* Advice/assistance to political office bearers</li>   <li>* Technical/professional</li> <li>* Department/provincial administration policy/strategy</li> </ul>		





**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Highly specialised information on a wide range of unrelated subjects</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from administrative/technical/ scientific up to professional.</li> <li>* As part of managing branch, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Departmental/provincial administration policy/strategy</li> <li>* Technical/professional</li> <li>* Public Service policy/ strategy</li>   <li>* Personnel Performance Managing System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 16

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
	16	80096 50096D	C6010100	Head of Department/Chief Executive Officer

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	7(151)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 16: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Chief executive functions requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Complex work content requiring frequent interpretation, in the absence of an established framework including policy development and management as well as the determination of direction/ strategy</li> </ul>	<ul style="list-style-type: none"> <li>* Provide support for Cabinet processes</li> <li>* Facilitate interdepartmental/inter provincial co-ordination of policy making and the resolution of policy conflict</li> <li>* Advise Minister/Premier/MEC</li> <li>* Are responsive to the Minister's/Premier's/MEC policy, information, support requirements and priority</li> <li>* Consult other departments/provincial administrations in respect of strategic initiatives, resource management and service delivery</li> <li>* Contribute to a constructive relationship between departments/provincial administrations</li> <li>* Ensure integration among key resource strategies and their alignment with medium term expenditure framework</li> <li>* Accountable for department's/provincial administration's conduct and performance and ensure that:                             <ul style="list-style-type: none"> <li>- accountabilities are clearly specified and formally delegated</li> <li>- appropriate internal controls and reporting systems are established and maintained</li> <li>- management and information systems provide timely and accurate information</li> <li>- assurance arrangements appropriate to the department's/provincial administration's information systems are implemented</li> <li>- usable information on the business and functions of the department/provincial administration is available to clients and public</li> <li>- all lawful requirements i.t.o. ministerial directives, cabinet decisions, etc. are complied with</li> </ul> </li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Expert in more than one functional field/discipline such as:</p> <ul style="list-style-type: none"> <li>* Training-(category C)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> <li>* Managerial functions</li> <li>* GAAP</li> </ul> <p><b>SKILLS</b> Expert skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation and implementation</li> <li>* Conflict management</li> <li>* Financial Management to ensure that performance standards remains adequate and that responsibilities are adhere to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Strategic management</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification plus training and courses in management practices depending on the area of utilisation</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>TRAINING AND DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>* Attendance of short courses, congresses, symposiums, seminars, conferences, lectures, etc., and study tours abroad</li> <li>* Attendance of the annual Consultation Meeting of Heads of Department as well as <b>ad hoc</b> sessions organised by the Minister for Public Service, the Department of Public Service and Administration, Department of State Expenditure and the Public Service Commission about topics of current interest</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* To be determined during the further development of the CORE's</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Complex financial management responsibilities</li> <li>* Accounting Officer</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Overall responsible for a wide variety of equipment/machinery in the department/provincial administration</li> <li>* Major influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Overall responsible for stores in the department/provincial administration carrying a wide variety of supplies</li> </ul>	<ul style="list-style-type: none"> <li>* Authorise expenditure</li> <li>* Set budget levels</li> <li>* Budget holder</li> <li>* Grants permission to move funds between different budget heads</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> </ul> <ul style="list-style-type: none"> <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/Manufacturing</li> <li>* Medical</li> <li>* Vehicles</li> <li>* Boats/ships/aircrafts</li> <li>* Arms</li> </ul> <ul style="list-style-type: none"> <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Arms and ammunition</li> <li>* Construction</li> <li>* Medical supplies</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memo's/letters</li> <li>* Cabinet memoranda</li> <li>* Management reports</li> <li>* Complex financial reports</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Advanced presentation/public speaking skills</li> <li>* Advanced motivation skills</li> <li>* Advanced negotiation skills</li> <li>* Advanced influencing skills</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>LAND AND BUILDINGS</b>                      * Overall responsible for land and buildings which require effective property management</p> <p><b>ADVICE</b>                      * Expert advice which is highly specialised/complex and is normally available from only a few sources within the Public Service                      * Provide advice to Minister</p> <p><b>JOB INFORMATION</b>                      * Spectrum of job information will be complex and wide ranging and will require in-depth analysis and interpretation before action can be taken</p>	<ul style="list-style-type: none"> <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Forest</li> <li>* Hospitals</li> <li>* Prisons</li> <li>* Official residences</li> <li>* Construction sites</li> <li>* Mines</li> <li>* Farms</li> </ul> <ul style="list-style-type: none"> <li>* Departmental/provincial administration/public service policy/strategy</li> <li>* Public Relations</li> <li>* Technical/policy matters</li> <li>* Financial matters</li> <li>* Advice/assistance to political office bearers</li> </ul> <ul style="list-style-type: none"> <li>* Technical/professional</li> <li>* Departmental/provincial administration/public service policy/strategy</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b>                      * Conclusions on broad policy are reached by normally evaluating a wide range of alternative options that may often be totally new and unprecedented</p> <p><b>PLANNING</b>                      * Plan the work of the whole department/provincial administration and may often influence the planning to be done by other departments/provincial administrations</p> <p><b>DECISION MAKING</b>                      * Resolve job related problems referred to by others                      * Authorise actions                      * Take action/make recommendations with regard to policies/strategies for the whole department/provincial administration as well as the whole public service                      * Control projects                      * Recommend actions requiring major resource commitment by others                      * Amend existing or develop new practices and procedures for their work area</p>	<ul style="list-style-type: none"> <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedure</li> <li>* Major financial planning</li> <li>* Deciding on the departmental/provincial administration strategic planning</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Contract can be made in respect of complex information which is highly specialised</p> <p><b>CONTENT OF INFORMATION</b>                      * Complex information which is highly specialised is conveyed to/received from clients/staff</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition vary from administrative/ technical/scientific up to professional                      * Provide advice                      * Maintain discipline                      * Establish control and planning                      * Department/provincial management</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Legal practitioner</li> <li>* Other departments/provincial administration</li> <li>* Minister/Premier/MEC's</li> <li>* Private Sector Organisations</li> <li>* General public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International Organisations</li> </ul> <ul style="list-style-type: none"> <li>* Departmental/provincial administration/public service policy/strategy</li> <li>* Technical/professional</li> </ul> <ul style="list-style-type: none"> <li>* Overall Personnel Performance Management System</li> <li>* Delegation of responsibilities</li> </ul>		



## **GUIDE: TRANSITION TO CORE: MANAGEMENT AND GENERAL SUPPORT PERSONNEL**

**(7MANP)**

### **OCCUPATIONAL CLASSES**

Accounting Clerk  
Administrative Assistant  
Administrative Officer  
Cleaner  
Communication Officer  
Copy Compositor  
Data Controller  
Date Typist  
Dictaphone Typist  
Driver  
Driving Instructor  
Food Services Aid  
Food Services Manager  
General Worker  
Head of Department  
Internal Auditor  
Judge's Secretary  
Library Assistant  
Librarian  
Management Echelon  
Manager: Guest House  
Messenger  
Ministerial Typist  
Operator  
Personnel Officer  
Personnel Practitioner  
Porter  
Provisioning Administration Clerk  
Provisioning Administration Officer  
Registry Clerk  
Secretary  
Security Officer  
Security Administration Officer  
State Accountant  
Telecom Operator  
Training Officer  
Typist  
Umbrella Post Classes  
Work Study Officer

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Cleaner I Messenger Courier I Security Guard I General Worker I Porter Food Services Aid I
2	Cleaner II Senior Messenger Courier II Driver I Security Guard II Operator General Worker II Food Services Aid II Library Assistant Grade I Security Officer I Data Controller I Data Typist I Typist I Provisioning Administration Clerk I Registry Clerk I Telecom Operator I Personnel Officer I Accounting Clerk I Senior Porter Ministerial Typist Grade I Judge's Secretary Grade I
3	Foreman: Cleaning Services Principal Messenger Food Services Supervisor Pupil Food Services Manager Driver II Driver (Heavy Motor Vehicle) I Senior Operator Foreman Library Assistant Grade II Security Officer II Food Services Supervisor Data Controller II Data Typist II Dictaphone Typist I Copy Compositor I Secretary Typist II Provisioning Administration Clerk II Pupil Provisioning Administration Officer Registry Clerk II Telecom Operator II Work Study Assistant Personnel Officer II Pupil Personnel Practitioner Pupil Internal Auditor Accounting Clerk II Pupil State Accountant Administrative Assistant Principal Porter Ministerial Typist Grade II

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Judge's Secretary Grade II
4	Senior Foreman: Cleaning Services Chief Messenger Senior Food Services Supervisor Driver (Heavy Motor Vehicle) II Driver (Extra Heavy Motor Vehicle) I Principal Operator Senior Foreman Senior Library Assistant Grade I Security Officer III Senior Data Controller Dictaphone Typist II Copy Compositor II Senior Secretary I Senior Typist Senior Provisioning Administration Clerk I Senior Registry Clerk I Senior Telecom Operator I Senior Personnel Officer I Senior Accounting Clerk I Senior Administrative Assistant Grade I Chief Porter Senior Ministerial Typist Grade I Senior Judge's Secretary Grade I
5	Principal Foreman: Cleaning Services Principal Food Services Supervisor Driver (Extra Heavy Motor Vehicle) II Driving Instructor Principal Foreman Senior Library Assistant Grade II Senior Security Officer I Principal Data Controller I Principal Data Typist I Copy Compositor III Senior Secretary II Principal Typist I Senior Provisioning Administration Clerk II Senior Registry Clerk II Senior Telecom Operator II Senior Personnel Officer II Senior Accounting Clerk II Senior Administrative Assistant Grade II Senior Ministerial Typist Grade II Senior Judge's Secretary Grade II
6	Senior Driving Instructor Senior Library Assistant Grade III Senior Security Officer II Assistant Security Administration Officer Food Services Manager Principal Data Controller II Principal Data Typist II Copy Compositor IV Senior Secretary III Principal Typist II Senior Provisioning Administration Clerk III Senior Registry Clerk III Senior Telecom Operator III Senior Personnel Officer III Senior Accounting Clerk III Assistant Provisioning Administration Officer

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Communication Officer Work Study Assistant Assistant Training Officer Assistant Personnel Practitioner Assistant Internal Auditor Assistant State Accountant Librarian Assistant Administrative Officer Principal Ministerial Typist Senior Judge's Secretary Grade III
7	Chief Library Assistant Chief Security Officer Security Administration Officer Senior Food Services Manager Head: Data Capturing Chief Copy Compositor Senior Secretary IV Chief Typist Chief Provisioning Administration Clerk Chief Registry Clerk Principal Telecom Operator Principal Personnel Officer Chief Accounting Clerk Provisioning Administration Officer Senior Communication Officer Work Study Assistant Training Officer Personnel Practitioner Internal Auditor State Accountant Senior Librarian Administrative Officer Chief Administrative Assistant Senior Judge's Secretary Grade IV Deputy Manager: Guest House I
8	Control Security Officer Senior Security Administration Officer Chief Food Services Manager Chief Personnel Officer Senior Provisioning Administration Officer Principal Communication Officer Senior Work Study Officer Senior Training Officer Senior Personnel Practitioner Senior Internal Auditor Senior State Accountant Principal Librarian Senior Administrative Officer Regional Representative: Budgetary and Auxiliary Service Deputy Manager: Guest House Grade II
9	Control Personnel Officer Assistant Director: Provisioning Administration Assistant Director: Security Assistant Director: Communication Chief Work Study Officer Chief Training Officer Assistant Director: Personnel Management Assistant Director: Internal Audit Assistant Director: Financial Management

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Assistant Director: Library Service Assistant Director: Administration Regional Representative: Budgetary and Auxiliary Services Deputy Regional Representative: Health Services Assistant Director: Meteorological Technical Services Manager: Guest House (First leg)
10	Assistant Director: Provisioning Administration Assistant Director: Security Assistant Director: Communication Chief Work Study Officer Chief Training Officer Assistant Director: Personnel Management Assistant Director: Internal Audit Assistant Director: Finance Management Assistant Director: Library Service Assistant Secretary General: SARCCUS Assistant Director: Administration Deputy Regional Representative: Health Services Regional Representative: Budgetary and Auxiliary Services Assistant Director: Meteorological Technical Services Manager: Guest House (Second leg)
11	Deputy Director: Provisioning Administration Deputy Director: Security Deputy Director: Communication Deputy Director: Work Study Officer Deputy Director: Training Deputy Director: Personnel Management Deputy Director: Internal Audit Deputy Director: Financial Management Deputy Director: Library Service Deputy Director: Health Services Deputy Director: Hazardous Substances Deputy Director: Technical Services Deputy Director: Administration Deputy Director: Food, Cosmetics and Disinfectants Deputy Director: Meteorological Technical Services Deputy Regional Representative: Health Services Deputy Regional Representative: Medical Services Regional Representative: Health Services Regional Representative: Health Services and Welfare Deputy Director: Operational Advice Deputy Director: Management Advisory Services Deputy Director: Auxiliary and Civic Services Deputy Director: Development Deputy Director: Special Services Assistant Government Printer Deputy Director: Medical Bureau for Occupational Diseases Deputy Director: Medical Services Deputy Director: Dentistry Deputy Regional Director: Community Health Deputy Regional Director: Psychiatry Deputy Regional Director: Dentistry Deputy Regional Director: Health Director: National Institute for Tropical Diseases

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Regional Director: Water Affairs Deputy Director: Biometric and Datametric Services Division Deputy Director: Agriculture Deputy Director: Liquor Control Deputy Director: Agricultural Research Deputy Director: Plant and Quality Control Deputy Secretary General: SARCCUS Registrar: Livestock Improvement and Livestock Brands Deputy Director: Water Quality Management Deputy Director: Environment Studies Medical/Dental Adviser Head: Liaison and Information
12	Deputy Director: Provisioning Administration Deputy Director: Security Administration Deputy Director: Communication Deputy Director: Work Study Officer Deputy Director: Training Deputy Director: Personnel Management Deputy Director: Internal Audit Deputy Director: Financial Management Deputy Director: Library Service Deputy Director: Hazardous Substances Deputy Director: Technical Services Deputy Director: Administration Deputy Director: Food, Cosmetics and Disinfectants Deputy Director: Meteorological Technical Services Deputy Regional Representative: Health Services Deputy Regional Representative: Medical Services Regional Representative: Health Services Regional Representative: Health Services and Welfare Deputy Director: Operational Advice Deputy Director: Management Advisory Services Deputy Director: Auxiliary and Civic Services Deputy Director: Development Deputy Director: Special Services Assistant Government Printer Deputy Director: Medical Bureau for Occupational Diseases Deputy Director: Medical Services Deputy Director: Dentistry Deputy Regional Director: Community Health Deputy Regional Director: Psychiatry Deputy Regional Director: Dentistry Deputy Regional Director: Health Director: National Institute for Tropical Diseases Regional Director: Water Affairs Deputy Director: Biometric and Datametric Services Division Deputy Director: Agriculture Deputy Director: Liquor Control Deputy Director: Agricultural Research Deputy Director: Plant and Quality Control Deputy Secretary General: SARCCUS Registrar: Livestock Improvement and Livestock Brands Deputy Director: Water Quality Management Deputy Director: Environment Studies Chief Marine Superintendent

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
	Medical/Dental Adviser Head: Liaison and Information
13	Secretary General: SARCCUS Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent
16	Superintendent General and equivalent
16	Director-General and equivalent

**8. CODE OF REMUNERATION (CORE)**

**OCCUPATIONAL CATEGORY: REGULATORY AND SUPPORT PERSONNEL**

**CORE CODE: 00802**

**IMPLEMENTATION DATE: 1 JULY 1999**

**GENERAL SCOPE OF SERVICE DELIVERY:**

THIS CORE IS A GUIDE IN RESPECT OF PERSONNEL EMPLOYED TO PROVIDE WORK OUTPUTS IN THE FOLLOWING AREAS OF SERVICE DELIVERY:

- Execute inspections
- Identify transgressors
- Issue permits/licences
- Prevent transgressions
- Serve/issue summonses and warrants
- Test/examine permit/licence applicants
- Undertake investigations



**NOTES:**

(a) **Utilisation of employees:**

Employees who are utilized in a specific capacity and who are employed in terms of this CORE are subject to the requirements of the following statutory provisions:

To be determined during the further development of the CORE.

(b) **Requirements for employment**

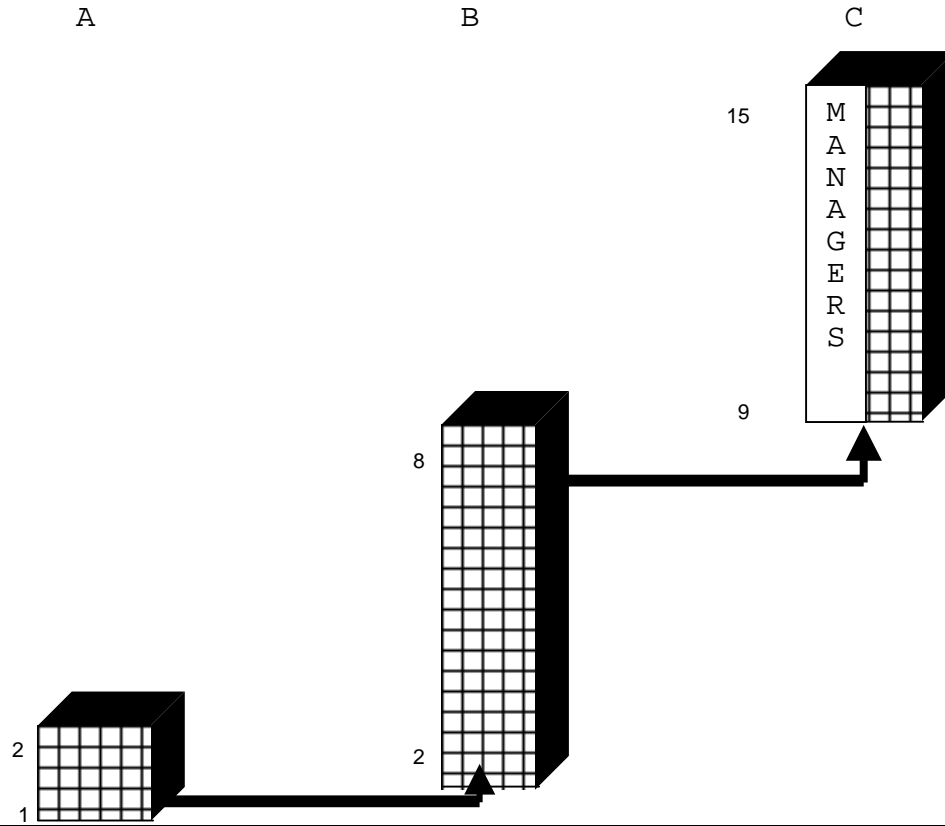
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment are not in any way discriminatory.

(c) **Salary codes**

Salary codes in the prescriptive part of the CORE which have a D suffix are for the exclusive use of the South African National Defence Force.

## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	8(69)
14	747-842	8(63)
13	695-790	8(57)
12	642-737	8(53)
11	589-684	8(49)
10	537-632	8(45)
9	484-579	8(41)
8	432-527	8(37)
7	379-474	8(33)
6	326-421	8(29)
5	274-369	8(25)
4	221-316	8(21)
3	169-264	8(17)
2	116-211	8(12)
1	0-158	8(9)



- A. Elementary Occupations
- B. Administrative Office Workers
- C. Professionals and Managers

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ELEMENTARY OCCUPATIONS</b>	Administrative Office Workers	<p><b>COMPETENCIES</b></p> <p>Basic knowledge of the Constitution and relevant rules and regulations as well as elementary clerical duties e.g. prosecuting procedures, issuing of straight forward summonses and the ability to perform investigations and inspections.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p> <p>In-service training such as, e.g.:</p> <ul style="list-style-type: none"> <li>* Interpretation of Law and Court Procedures</li> <li>* Traffic diploma</li> </ul> <p>A valid drivers license is a prerequisite</p>
<b>ADMINISTRATIVE OFFICE WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>(a) Traffic Management</li> <li>(b) Immigration Services</li> </ul>

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
		(c) Agricultural Legislation (d) Marine Conservation Inspections (e) Transport (f) Liaison (g) Human resources (h) Training (i) Labour relations (j) Project management (k) Research (l) Policy/objective formulation, development and analysis (m) Budgeting (n) Facilitation (o) Conflict management (p) Financial management (q) Leadership (r) Planning and organising  <b>LEARNING INDICATORS</b>  Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a university degree or specific skills and knowledge required to function as a manager in specific fields for e.g.  * Traffic Management  Although functioning as a manager, a valid drivers licence is still required

**OTHER CORES THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT:**

- To be determined during the further development of the CORE

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

Elementary occupations are normally responsible for simple and routine tasks. It mainly requires the use of hand held tools and often it requires some physical effort. Furthermore, it also include the delivery of messages or goods. Supervision of other workers may be included. Most of the tasks at this level require skills normally obtained through ○ 5 year's education which normally begins at the age of ±7 years. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Trade Labourers	1-2	8(11) – 8(14)

### B. ADMINISTRATIVE OFFICE WORKERS

#### Administrative Policy Formulating and Related Personnel

Formulate or advise on government policies of an administrative nature, formulate laws, rules and regulations directly associated with the policies and legislation within the ambit of the employing institution. Most of the occupations included in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree or equivalent. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Regulatory Inspectors	2-8	8(16) – 8(39)

**C. PROFESSIONALS AND MANAGERS**

Personnel in this group are busy with increasing the existing pool of knowledge, applying scientific or artistic concepts and theories. Tasks performed usually include conducting analysis and research, developing concepts, theories and operational methods and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology and also to life sciences including the medical profession, as well as social sciences, humanities and legal and social services. Included in this category are managers who are primarily responsible to formulate policies, plan, direct and co-ordinate the general functioning of an organisation or (a) component(s) thereof. Most of the occupations in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Middle Managers: Administrative related	9-12	8(43) – 8(55)
2. Senior Management	13-15	8(59) – 8(71)

**NOTE:** Progression to higher levels is possible without becoming a manager although a occupational classification code is not supplied yet due to uncertainties regarding the work environment/job content of such categories of jobs. In order to enable the DPSA to provide such codes Departments/Administrations are requested to supply the DPSA with information on the relevant job requirements and descriptions.

# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80033 50033D	A4020000	Trade Labourers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	8(11)



# **GUIDELINES: ELEMENTARY OCCUPATIONS**

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 1: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel performing simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p><b>AUTONOMY</b> * Structured work content with a few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use machinery and various equipment</p> <p><b>JOB INFORMATION</b> * Receive instructions/guidance on a single subject area which is straightforward</p> <p><b>PROBLEM SOLVING</b> * Refer problems to higher level</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Basic interaction in respect of procedural/routine matters</p>	<p>* Assist with the execution of inspections and investigations of vehicles</p> <p>* Light vehicles (cars, vans)</p> <p>* Co-workers * Supervisors * General public</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a few repetitive tasks such as</p> <ul style="list-style-type: none"> <li>* Safety (category A)</li> <li>* Norms and standards (category A)</li> <li>* Machinery (category A)</li> <li>* Knowledge of applicable regulating act/measure</li> <li>* Knowledge of prosecuting procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic literacy</li> <li>* Ability to perform routine task</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Basic routine exchange of information</li> <li>* Provide or obtain information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATIONS</b> * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * ABET: No prior experience required</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80034	A4020000	Trade Labourers
		50034D	B2020000	Regulatory inspectors

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	8(14)
• Administrative Office Workers	8(16)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel performing simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p><b>AUTONOMY</b> * Structured work content which may include a few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b> * Receive instructions/guidance on several closely related subjects areas which are straightforward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction in respect of procedural/ routine matters</p>	<p>* Assist with the execution of inspections and investigations of vehicles</p> <p>* Light vehicles (cars, vans)</p> <p>* Co-workers * Supervisors * General public</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as: * Safety (category A) * Norms and standards (category A) * Machinery (category B) * Knowledge of applicable regulating Act/measures * Knowledge of prosecuting procedures</p> <p><b>SKILLS</b> * Ability to perform routine tasks * Basic literacy * Basic numeracy</p> <p><b>COMMUNICATION</b> * Routine verbal exchange of information which require helpfulness and politeness</p>	<p><b>QUALIFICATIONS</b> * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * ABET: Between 0 and 2 years</p>

# **GUIDELINES:**

# **ADMINISTRATIVE OFFICE WORKERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</p> <p><b>AUTONOMY</b> * Clerical and production functions which may include multi-tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b> * Receive instructions/guidance on several closely related subjects areas which are straightforward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in respect of own work but could influence that of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Basic interaction in respect of procedural/routine matters</p>	<ul style="list-style-type: none"> <li>* Check documents</li> <li>* Execute inspections</li> <li>* Complete investigations</li> <li>* Serve/issue summonses and warrants</li> <li>* Test permit/licence applicants</li> <li>* Issue permits/licences</li> <li>* Identify transgressors</li> <li>* Prevent transgressions</li> <li>* Escort abnormal load vehicles</li> <li>* Test permit/licence applicants</li> <li>* Patrolling of roads</li> <li>* Investigate motor vehicles for roadworthiness</li> </ul> <ul style="list-style-type: none"> <li>* Light vehicles (cars, vans)</li> <li>* Office: PC, photocopier, etc.</li> </ul> <ul style="list-style-type: none"> <li>* e.g. roadworthiness inspections</li> </ul> <ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* General public</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category A)</li> <li>* Safety (category A/B)</li> <li>* Norms and standards (category A)</li> <li>* Planning and Organising (category A)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category A)</li> <li>* Machinery (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to perform routine tasks</li> <li>* Basic literacy</li> <li>* Basic numeracy</li> <li>* Basic issuing of summonses</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information which require helpfulness and politeness</li> <li>* Routine written notes/memo's/ letters</li> </ul>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10: No prior experience required</p> <p><b>STATUTORY REQUIREMENT</b> * Valid driver's licence (where required)</p>

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80035	B2020000	Regulatory inspectors
		50035D		

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	8(19)



# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</p> <p><b>AUTONOMY</b> * Clerical to production functions which may include multi-tasks that are mainly well-defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas which are straightforward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing instructions or procedures</p> <p><b>DECISION MAKING</b> * Decisions may be made mostly in respect of own work but could influence that of others</p>	<ul style="list-style-type: none"> <li>* Obtain exhibits</li> <li>* Check documents</li> <li>* Perform inspections</li> <li>* Undertake investigations</li> <li>* Maintain registers and records</li> <li>* Assist with collection of statistical data</li> <li>* Check advertisements in newspapers, etc. to ensure compliance with Act on Trade Practises</li> <li>* Patrolling roads</li> <li>* Investigate roadworthiness of vehicles</li> <li>* Identify traffic problems</li>   <li>* Light vehicles (cars, vans, etc)</li> <li>* Office: PC, photocopier, etc.</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category A)</li> <li>* Finance (category A)</li> <li>* Safety (category B)</li> <li>* Norms and standards (category B)</li> <li>* Planning and organising (category A)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category A)</li> <li>* Basic knowledge of the Constitution</li> <li>* Machinery (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic investigation</li> <li>* Inspection</li> <li>* Numeracy</li> <li>* Literacy</li> <li>* Issuing of summonses</li> <li>* Basic application of the Criminal Procedure Act</li> <li>* Conflict resolution</li> <li>* Interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring simple explanation</li> <li>* Routine written notes/memos/ letters</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course in the Interpretation of Law and Court Procedures presented by Department of Justice</li> <li>* Departmental training course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: Between 0 and 2 years</li> <li>* Grade 12: No experience</li> </ul> <p><b>STATUTORY REQUIREMENT</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work and may influence that of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction on procedural/technical and basic policy matters</p>	<p>* Co-workers * General public</p>		

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80036	B2020000	Regulatory inspectors
		50036D		

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	8(23)

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</p> <p><b>AUTONOMY</b>                      * Clerical to production functions that includes tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b>                      * Receive procedural instruction on several closely related subject areas which are straightforward</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by referring to standing procedures/standards</p>	<ul style="list-style-type: none"> <li>* Give evidence in court for any transgression</li> <li>* Issue permits</li> <li>* Perform inspection functions</li> <li>* Inspection of credit agreement</li> <li>* Investigation of possible amendments of relevant legislation</li> <li>* Correspondence regarding fishing industry, etc.</li> <li>* Record keeping</li> <li>* Collect statistical data</li> <li>* Handle complaints</li> <li>* Apply legislation relating to housing, development and control</li> <li>* Maintain equipment and implements</li> <li>* Identify and eliminate traffic problems</li> <li>* Patrolling roads</li> <li>* Investigate roadworthiness of vehicles</li> </ul> <ul style="list-style-type: none"> <li>* Light and heavy vehicles</li> <li>* Office: PC's, photocopier, etc.</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a limited range of work procedures and processes such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category A)</li> <li>* Finance (category A/B)</li> <li>* Training (category A)</li> <li>* Safety (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Planning and organising (category A/B)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category A)</li> <li>* Basic knowledge of the Constitution</li> <li>* Machinery (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to conduct inspections</li> <li>* Ability to conduct investigations</li> <li>* Issuing of summonses</li> <li>* Basic application of the Criminal Procedure Act</li> <li>* Conflict resolution</li> <li>* Interpersonal relationship</li> <li>* Ability to operate equipment and machines</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring simple explanation</li> <li>* Routine written notes/memo's/ letters and reports</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course in the Interpretation of Law and Court Procedures presented by Department of Justice</li> <li>* Departmental training course</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 Between 2 and 5 years</li> <li>* Grade 12: Between 0 and 2 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>



# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80037	B2020000	Regulatory inspectors
		50037D		

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	8(27)



# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</p> <p><b>AUTONOMY</b> * Clerical/administrative to production functions which are straightforward but requires some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b> * Receive/convey procedural information on several closely related subject areas familiar to the postholder, but, requiring some interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve problems through standing instructions or procedures and reach conclusions through the application of mainly job procedures</p>	<ul style="list-style-type: none"> <li>* Maintain records and registers</li> <li>* Control reservation list</li> <li>* Apply legislation by controlling informal settlement</li> <li>* Apply provincial legislation</li> <li>* Administer inspection services</li> <li>* Institute prosecutions</li> <li>* Compile reports</li> <li>* Provide training</li> <li>* Maintain equipments and implements</li> <li>* Give evidence in court for any transgression</li> <li>* Perform inspection functions</li> <li>* Identify and eliminate traffic problems</li> <li>* Patrolling roads</li> <li>* Investigate roadworthiness of vehicles</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Light vehicle (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a wide range of work procedures and/or processes such as:</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A/B)</li> <li>* Planning and organising (category B)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Knowledge of applicable regulating Act/measures/constitution</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category A/B)</li> <li>* Training (category B)</li> <li>* Machinery (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to compile reports</li> <li>* Interpretation</li> <li>* Training</li> <li>* Conflict resolution</li> <li>* Interpersonal relationship</li> <li>* Ability to operate equipment and machinery</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain information requiring some explanation</li> <li>* Routine written reports/notes/memo's and letters</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Traffic diploma</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course in the Interpretation of Law and Court Procedures presented by Department of Justice</li> <li>* Certificate of instructional technique</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: Between 5 and 10 years</li> <li>* Grade 12: Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work but could influence that of others</p> <p><b>DECISION MAKING</b> * Plan and organise own work but may influence that of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction on procedural/technical matters</p>	<p>* Co-workers * Supervisors * General public</p>	<p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p>	

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80038	B2020000	Regulatory inspectors
		50038D		

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	8(31)

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 6: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</p> <p><b>AUTONOMY</b>                      * Clerical/administrative to production functions which are straightforward but requires some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b>                      * Receive/convey procedural information on several closely related subject areas familiar to the postholder, but requiring some interpretation</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems through standing instructions or procedures and reach conclusions through the application of mainly job procedures</p>	<ul style="list-style-type: none"> <li>* Maintain records and registers</li> <li>* Control reservation list</li> <li>* Apply legislation by controlling informal settlement</li> <li>* Apply provincial legislation</li> <li>* Administer inspection services</li> <li>* Institute prosecutions</li> <li>* Compile reports</li> <li>* Provide training</li> <li>* Maintain equipment and implements</li> <li>* Give evidence in court for any transgression</li> <li>* Perform inspection functions</li> <li>* Patrolling roads</li> <li>* Investigate roadworthiness of vehicles</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier etc.</li> <li>* Light vehicles (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a wide range of work procedures and/or processes such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category A/B)</li> <li>* Finance (category A/B)</li> <li>* Planning and Organising (category B)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category A/B)</li> <li>* Training (category B)</li> <li>* Machinery (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to compile reports</li> <li>* Interpretation</li> <li>* Conflict resolution</li> <li>* Interpersonal relationship</li> <li>* Ability to operate equipment and machinery</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain information requiring simple explanation</li> <li>* Routine written reports/memos/ notes/letters</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> <li>* Traffic Diploma</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Course in the Interpretation of Law and Court Procedures presented by Department of Justice</li> <li>* Certificate of instructional technique</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: Between 5 and 10 years</li> <li>* Tertiary qualification: No experience</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Planning in respect of own work but could influence of that of others</p> <p><b>DECISION MAKING</b> * Plan and organise own work and could influence that of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction on procedural/policy and technical matters</p>	<p>* Co-workers * Supervisors * General public</p>	<p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation required</p>	

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80039	B2020000	Regulatory inspectors
		50039D		

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	8(35)



# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</p> <p><b>AUTONOMY</b>                      * Administrative to production functions with complex work content requiring occasional interpretation</p> <p><b>FINANCIAL RESOURCES</b>                      * Control expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * May use a variety of equipment</p> <p><b>ADVICE</b>                      * Give advice on policy/technical matters to colleagues and public</p> <p><b>JOB INFORMATION</b>                      * Provide/convey information on a wide range but related subjects, familiar to the postholder but requiring some interpretation within an established framework</p>	<ul style="list-style-type: none"> <li>* Plan and organise inspection services</li> <li>* Conduct training</li> <li>* Check data regarding investigations/inspections</li> <li>* Compile reports and keep records</li> <li>* Provide training</li> <li>* Perform specific inspections and investigate problem areas</li> <li>* Investigate vehicles for roadworthiness</li> <li>* Give evidence in court</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Light vehicles (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge of a narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category B)</li> <li>* Finance (category A/B)</li> <li>* Planning and Organising (category C)</li> <li>* Safety (category C)</li> <li>* Training (category B)</li> <li>* Norms and standards (category B)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Planning skills</li> <li>* Ability to provide training</li> <li>* Organising</li> <li>* Data analysis</li> <li>* Administrative skills</li> <li>* Conflict resolution</li> <li>* Interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring difficult information</li> <li>* Routine written reports/ letters/memo's</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> <li>* Traffic Diploma</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Certificate of instructional technique</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: More than 10 years</li> <li>* Tertiary qualification: Between 0 and 2 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by occasionally comparing possible courses of action using mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Application of technical/policy matters and procedures</li> <li>* Allocation of resources within his/her own section</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Postholder plan and prioritises the work of others</li> <li>* Decide on issues that might have an impact on others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* High level interaction on technical/procedural and policy matters</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision and rendering of advice and guidance</li> <li>* Authority in respect of quality control</li> <li>* Formal disciplinary authority</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* General public</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of limited new ideas that impact on existing methods and procedures</li> </ul>	

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80040	B2020000	Regulatory inspectors
		50040D		

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	8(39)

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel perform mostly technical and administrative related tasks during investigations and inspections in terms of government rules and legislation to regulate the compliance thereof</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Administrative to production functions with complex work content requiring occasional interpretation</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Compile budget</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Control the usage of equipment, machine and vehicles by others</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialised nature</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Provide/convey information on a wide range but related subject areas requiring some interpretation within an established frame work</li> </ul>	<ul style="list-style-type: none"> <li>* Co-ordinate and control inspection service</li> <li>* Compile and submit reports</li> <li>* Investigate work procedures and methods</li> <li>* Deal/manage administrative tasks/actions</li> <li>* Plan work programs</li> <li>* Provide training</li> <li>* Serve on committees and attend meetings</li> <li>* Compile regional budget</li> <li>* Compile training programmes</li> <li>* Handle ministerial investigations</li> <li>* Execute office and on the spot investigations</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Vehicles (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>(Also see annexure A)</p> <p>Deep knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category B)</li> <li>* Finance (category B/C)</li> <li>* Safety (category C)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Knowledge of applicable regulatory Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Planning skills</li> <li>* Training skills</li> <li>* Data analysis</li> <li>* Research</li> <li>* Conflict resolution</li> <li>* Policy administering</li> <li>* Interpersonal relationships</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring difficult information</li> <li>* Written reports/letters, etc.</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of new ideas that impact on existing methods and policies</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> <li>* Traffic Diploma</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Diploma: Examiner of driver's licences/vehicles</li> <li>* Certificate of instructional techniques</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: More than 10 years</li> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b> * Solve technical/administrative problems through the analysis of a variety of information with a number of possible outcomes</p> <p><b>PLANNING</b> * Plan projects and allocate resources within his/her own section</p> <p><b>DECISION-MAKING</b> * Resolve most job-related problems with a limited degree of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction on technical/policy matters</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development * Disciplinary authority of personnel within his/her own section</p>	<p>* Co-workers * Supervisors * General public * External institutions</p> <p>* Personnel Performance Management System * Train and develop personnel * Commander of smaller stations/offices * Could be a head of a region</p>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80041 50041D	C6010308	Middle Managers: Administrative related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(43)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 9: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Advise on government policies/legislation of an administrative nature as well as regulating the application thereof</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Management functions with complex work content requiring frequent interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise limited expenditure and supply inputs on budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Oversee the usage of machinery and vehicles and give technical advice on the usage thereof</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialised nature</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Technical/Administrative information often unfamiliar to the postholder which require in-depth analysis</li> </ul>	<ul style="list-style-type: none"> <li>* Report on the application of legislation and policy</li> <li>* Control, co-ordinate and check inspection services and programmes</li> <li>* Compile budget</li> <li>* Ensure efficient application of legislation and policy</li> <li>* Management of regional offices/ institutions</li> <li>* Formulate policies/measures</li> <li>* Do research on relevant field of study</li> <li>* Represent department on various committees</li> <li>* Control overall passport control functions</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Light vehicles (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A)</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Training (category D)</li> <li>* Planning and organising (category C)</li> <li>* Finance (category C)</li> <li>* HR matters (category B)</li> <li>* Norms and standards (category B)</li> <li>* Knowledge of applicable regulatory Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Project or financial management</li> <li>* Policy formulation</li> <li>* Research</li> <li>* Analytical</li> <li>* Advanced operation of equipment</li> <li>* Investigation</li> <li>* Conflict resolution</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring difficult information and the ability to motivate personnel</li> <li>* Written financial and project reports</li> <li>* Complex memos/letters etc.</li> <li>* Negotiations</li> <li>* Public appearance</li> <li>* Presentation</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: More than 10 years</li> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * Plan projects and allocate financial and other resources within his/her own section/ division</p> <p><b>DECISION-MAKING</b> * Resolve job-related problems with a moderate level of autonomy</p> <p><b>INTERACTION WITH CLIENT/STAFF</b> * High level of interaction on technical/policy matters</p> <p><b>SUPERVISION/MANAGEMENT</b> * Formal training/development * Disciplinary authority of personnel within his/her own section/division</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors/Management</li> <li>* General public</li> <li>* External institutions</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Commander of smaller stations/offices</li> <li>* Could be as head of a region</li> </ul>	<p><b>CREATIVITY</b> * Development of new ideas that impact on existing methods/ policies/programmes</p>	

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80042 50042 D	C6010308	Middle Managers: Administrative related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(47)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Advise on government policies/legislation of an administrative nature as well as regulating the application thereof</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Management functions with complex work content requiring frequent interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise limited expenditure and supply inputs on budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Oversee the usage of machinery and vehicles and give technical advice on the usage thereof</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialised nature</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Technical/Administrative information often unfamiliar to the postholder which require in-depth analysis</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan projects and allocate financial and other resources within his/her own section/division</li> </ul>	<ul style="list-style-type: none"> <li>* Report on the application of legislation and policy</li> <li>* Control, co-ordinate and check inspection services and programmes</li> <li>* Compile budget</li> <li>* Ensure efficient application of legislation and policy</li> <li>* Management of regional offices/ institutions</li> <li>* Formulate policies/measures</li> <li>* Do research on relevant field of study</li> <li>* Represent department on various committees</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Light vehicles (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A)</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Training (category D)</li> <li>* Planning and organising (category C)</li> <li>* Finance (category C)</li> <li>* HR matters (category B)</li> <li>* Norms and standards (category B)</li> <li>* Knowledge of applicable regulatory Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Project or financial management</li> <li>* Policy formulation</li> <li>* Research</li> <li>* Analytical</li> <li>* Advanced operation of equipment</li> <li>* Investigation</li> <li>* Conflict resolution</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring difficult information and the ability to motivate personnel</li> <li>* Written financial and project reports</li> <li>* Complex memos/letters etc.</li> <li>* Negotiations</li> <li>* Public Appearance</li> <li>* Presentation</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: More than 10 years</li> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>DECISION-MAKING</b> * Resolve job-related problems with a moderate level of autonomy</p> <p><b>INTERACTION WITH CLIENT/STAFF</b> * High level of interaction on technical/policy matters</p> <p><b>SUPERVISION/MANAGEMENT</b> * Formal training/development * Disciplinary authority of personnel within his/her own section/division</p>	<p>* Co-workers * Supervisors/Management * General public * External institutions</p> <p>* Personnel Performance Management System * Train and develop personnel * Could be a commander smaller stations/offices * Could be as head of a region</p>	<p><b>CREATIVITY</b> * Development of new ideas that impact on existing methods/policies/programmes</p>	

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80043 50043D	C6010308	Middle Managers: Administrative related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(51)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Formulate or advise on government policies/legislation of an administrative nature as well as regulating the application thereof</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Management functions with complex work content requiring frequent interpretation with the absence of an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise expenditure within budgetary constraints</li> <li>* Recommend and/or monitor budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Responsible for a variety of equipment which may include office equipment, machinery and vehicles</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Advice on departmental/provincial administration policy/strategy which are more specialised in nature</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Departmental/provincial administration policy/strategy on wide ranging and unrelated subjects within an established framework, which may often be unfamiliar to the postholder and/or require in-depth analysis and interpretation before action can be taken</li> </ul>	<ul style="list-style-type: none"> <li>* Formulate and submit policy for approval</li> <li>* Conduct research in respect of the relevant working field</li> <li>* Report on and ensure efficient application of legislation and policies</li> <li>* Compile budget</li> <li>* Management of regional offices/institutions</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Light vehicle (cars, vans, etc.)</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Limited use of professional knowledge such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Training (category C)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category B)</li> <li>* Finance (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Policy formulation</li> <li>* Project management</li> <li>* Financial management</li> <li>* Analytical</li> <li>* Research</li> <li>* Conflict resolution</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring difficult explanation</li> <li>* Written financial/project reports</li> <li>* Negotiations</li> <li>* Public appearances</li> <li>* Presentations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of new ideas that impact on existing methods/policies/understanding/programmes</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Traffic Diploma</li> <li>* Diploma: Examiner of vehicles/ driver's licence</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: More than 10 years</li> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b>                      * Solve technical/administrative problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p><b>PLANNING</b>                      * Planning the work of himself/herself as well as the division and allocate financial and other resources</p> <p><b>DECISION-MAKING</b>                      * Resolve job-related problems referred by other                      * Authorise action by others                      * Recommend minor changes to policy                      * Control projects                      * Recommend actions requiring minor resource commitment by others</p> <p><b>INTERACTION WITH CLIENT/STAFF</b>                      * High level of interaction on departmental/provincial administration policies/strategies</p> <p><b>SUPERVISION/MANAGEMENT</b>                      * Manage/administer all matters within the ambit of the section/division</p>	<ul style="list-style-type: none"> <li>* Supervisors/Management</li> <li>* General public</li> <li>* External institutions</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Commander of smaller stations/offices</li> <li>* Could be a head of a region</li> </ul>		

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80044 50044D	C6010308	Middle Managers: Administrative related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(55)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Advise on government policies/legislation of an administrative nature as well as regulating the application thereof</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Management functions with complex work content requiring frequent interpretation with the absence of an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise expenditure within budgetary constraints</li> <li>* Recommend and/or monitor budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Responsible for a variety of equipment which may include office equipment, machinery and vehicles</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Advice on departmental/provincial administration policy/strategy which are more specialised in nature</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Departmental/provincial administration policy/strategy on wide ranging and unrelated subjects within an established framework, which may often be unfamiliar to the postholder and/or require in-depth analysis and interpretation before action can be taken</li> </ul>	<ul style="list-style-type: none"> <li>* Formulate and submit policy for approval</li> <li>* Conduct research in respect of the relevant working field</li> <li>* Management of more than one regional office/institution</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Limited use of professional knowledge such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Training (category C)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Computer (category B)</li> <li>* Finance (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Policy formulation</li> <li>* Project management</li> <li>* Financial management</li> <li>* Analytical</li> <li>* Research</li> <li>* Conflict resolution</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide or obtain information requiring difficult explanation</li> <li>* Written financial/project reports</li> <li>* Negotiations</li> <li>* Public appearances</li> <li>* Presentations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of new ideas that impact on existing methods/policies/understanding/programmes</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 (or equivalent)</li> <li>* Grade 12 (or equivalent)</li> <li>* Appropriate tertiary qualification or equivalent (where required)</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Traffic Diploma</li> <li>* Diploma: Examiners of vehicles/ driver's licences</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10: More than 10 years</li> <li>* Grade 12: More than 10 years</li> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Valid driver's licence (where required)</li> </ul>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b> * Solve technical/administrative problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p><b>PLANNING</b> * Planning the work of himself/herself as well as the division and allocate financial and other resources</p> <p><b>DECISION-MAKING</b> * Resolve job-related problems referred by other * Authorise action by others * Recommend minor changes to policy * Control projects * Recommend actions requiring minor resource commitment by others</p> <p><b>INTERACTION WITH CLIENT/STAFF</b> * High level of interaction on departmental/provincial administration policies/strategies</p> <p><b>SUPERVISION/MANAGEMENT</b> * Manage/administer all matters within the ambit of the section/division</p>	<p>* Supervisors/Management * General public * External institutions</p> <p>* Personnel Performance Management System * Train and develop personnel * Commander of smaller stations/offices * Could be a head of a region</p>		

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80045	C6010200	Senior Management
		50045D		

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(59)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * High level specialist or senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b> * Senior management functions with complex work content including policy development and the determination of direction/ strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Computer (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category C/D)</li> <li>* Finance (category C/D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b> * Valid driver's licence (where required)</p>

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department/Provincial administration</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Vehicles</li>   <li>* Stationary</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Official Residences</li>   <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department/Provincial administration policy/strategy</li> </ul>	<ul style="list-style-type: none"> <li>* Adaptability to meet the goals during changes</li> <li>* Change and diversity management</li> <li>* Leadership skills</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Conclusions on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of the directorate and often influence the planning to be done in other Departments/Provincial administrations</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * More detailed and highly specialised information can be exchanged * Departmental/Provincial administration policies/strategies * Public Service policies/strategies</p>	<p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Significant financial planning * Contribution to departmental/provincial administration strategic planning</p> <p>* Co-workers * Management * Senior Management * Legal Practitioners * Other departments * Minister/Premier/MEC * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations</p>		

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional</li> <li>* As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80046 50046D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(65)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * High level specialist or senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b>                      * Senior management functions with complex work content including policy development and the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Computer (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category C/D)</li> <li>* Finance (category C/D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b>                      * Valid driver's licence (where required)</p>



<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Vehicles</li>   <li>* Stationary</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Official Residences</li>   <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department/Provincial administration policy/strategy</li> </ul>	<ul style="list-style-type: none"> <li>* Adaptability to meet the goals during changes</li> <li>* Change and diversity management</li> <li>* Leadership skills</li>   <li><b>COMMUNICATION</b></li> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li>   <li><b>CREATIVITY</b></li> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of the directorate and often influence the planning to be done in other Departments/Provincial administrations</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Highly specialised and complex information can be exchanged * Departmental/Provincial administration policies/strategies * Public Service policies/strategies</p>	<p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Major financial planning * Contribution to departmental/provincial administration strategic planning</p> <p>* Co-workers * Management * Senior Management * Legal Practitioners * Other departments * Minister/Premier/MEC * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations</p>		

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional.</li> <li>* As part of managing sections various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80047 50047D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	8(71)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * High level specialist or top management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b> * Top management functions with complex work content including policy development and the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Computer (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category C/D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Knowledge of applicable regulating Act/measures</li> <li>* Knowledge of prosecuting procedures</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b> * Valid driver's licence (where required)</p>

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary Service</li> <li>* Office Computer</li> <li>* Technical Vehicles</li>   <li>* Stationary</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Official Residences</li>   <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department/Provincial administration policy/strategy</li> </ul>	<ul style="list-style-type: none"> <li>* Adaptability to meet the goals during changes</li> <li>* Change and diversity management</li> <li>* Leadership skills</li>   <li><b>COMMUNICATION</b></li> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li>   <li><b>CREATIVITY</b></li> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of the directorate and often influence the planning to be done in other Departments/Provincial administrations</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Highly specialised and professional information which are complex in nature can be exchanged * Departmental/Provincial administration policies/strategies * Public Service policies/strategies</p>	<p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Major financial planning * Contribution to departmental/provincial administration strategic planning</p> <p>* Co-workers * Management * Senior Management * Legal Practitioners * Other departments * Minister/Premier/MEC * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations</p>		



<b>GUIDELINES</b>			
<b>JOB COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional.</li> <li>* As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

## GUIDE: TRANSITION TO CORE: REGULATORY AND SUPPORT PERSONNEL

**(8REGP)**

### OCCUPATIONAL CLASSES

Agricultural Legislation Inspector  
 General Worker  
 Immigration Officer  
 Management Echelon  
 Marine Conservation Inspector  
 Property Inspector  
 Provincial Traffic Officer (Training and Inspectorate)  
 Trade Inspector  
 Transport Inspector

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	General Worker I
2	General Worker (Reserve Provincial Traffic Officer) Agricultural Legislation Inspector I Property Inspector I Transport Inspector I Marine Conservation Inspector I Immigration Officer I
3	Agricultural Legislation Inspector II Provincial Traffic Officer I Property Inspector II Transport Inspector II Marine Conservation Inspector II Immigration Officer II Trade Inspector I
4	Agricultural Legislation Inspector III Provincial Traffic Officer II Property Inspector III Transport Inspector III Marine Conservation Inspector III Immigration Officer III Trade Inspector II
5	Senior Agricultural Legislation Inspector I Provincial Traffic Officer III Senior Marine Conservation Inspector I Senior Immigration Officer I Senior Property Inspector I Senior Transport Inspector I Senior Trade Inspector I
6	Senior Agricultural Legislation Inspector II Senior Provincial Traffic Officer Senior Marine Conservation Inspector II Senior Immigration Officer II Senior Property Inspector II Senior Transport Inspector II

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Senior Trade Inspector
7	Chief Agricultural Legislation Inspector Assistant Chief Provincial Traffic Officer Chief Marine Conservation Inspector Chief Immigration Officer Principal Property Inspector Principal Transport Inspector Chief Trade Inspector
8	Chief Trade Inspector Control Agricultural Legislation Inspector Chief Provincial Traffic Officer Assistant Chief Provincial Traffic Officer (Training) Chief Transport Inspector Control Immigration Officer Chief Property Inspector Control Marine Conservation Inspector
9	Control Trade Inspector Head: Agricultural Legislation Inspector Control Transport Inspector Superintendent: Provincial Traffic Chief Provincial Traffic Officer (Training and Inspectorate) Chief: Immigration Services Head: Marine Conservation Inspections
10	Head: Marine Conservation Inspections Control Trade Inspector Chief: Immigration Services Control Transport Inspector Superintendent: Provincial Traffic Superintendent: Provincial Traffic (training and inspectorate) Head: Agricultural Legislation Inspections
11	Head: Trade Inspections Deputy Director: Traffic Management
12	Head: Trade Inspections Deputy Director: Traffic Management
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director General and equivalent

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange more detailed information regarding departmental and Public Service policy/strategy as well as relationship management</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Formal disciplinary authority over personnel</li> <li>* Authority in respect of quality control</li> <li>* Training and development</li> <li>* Technical advice and guidance</li> <li>* Sub-directorate management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Local government authorities</li> <li>* Traditional leaders</li> <li>* International community</li> <li>* NGO</li> <li>* Educational institution</li> <li>* Library suppliers</li> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Management</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Media</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex problems by analysing a variety of information and conclusions are reached by evaluating a wide range of alternative options which may be totally new or unprecedented</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a sub-directorate</li> <li>* Provide input to strategic planning</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> <li>* Control projects</li> </ul>			

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
	<ul style="list-style-type: none"> <li>* Issue publications</li> <li>* Organise press conference</li> </ul>	<ul style="list-style-type: none"> <li>* Analytical thinking</li> </ul>	
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by analysing financial data</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> <li>* Major budget planning</li> <li>* Recommend budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use of variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> <li>* Give advice regarding public relations</li> </ul>	<ul style="list-style-type: none"> <li>* Liaise with different sectors and the broader community on policy matters</li> <li>* Plan exhibitions</li> <li>* Translate/edit documents</li>   <li>* Office: PC, photocopier, etc.</li> <li>* Audio-visuals and photographic equipment, etc.</li>   <li>* Offices</li> <li>* Libraries</li> <li>* Museums</li>   <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Ability to relate different matters which have common denominators</li> <li>* Media relations</li> <li>* Marketing communications</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy relating to various fields</li> <li>* Complex notes, memo's and reports</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Press releases</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle Management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Policy inputs regarding:                             <ul style="list-style-type: none"> <li>- The development, provisioning and maintenance of a comprehensive service</li> <li>- The development and provisioning of goal directed education and training to all categories of personnel in the functional terrain</li> <li>- The organising and inspection of services</li> <li>- The identification of the needs for improved services</li> <li>- The formulation of programmes and projects and the implementation thereof</li> </ul> </li> <li>* Set objectives</li> <li>* Provide management advice</li> <li>* Monitor budget expenditure</li> <li>* Responsible for information data bank</li> <li>* Implement service delivery initiatives</li> <li>* Provide advice and information on certain ethnic groups and races</li> <li>* Conduct research and write reports and/or articles about the South African past</li> <li>* Provide advice on heraldic matters</li> <li>* Contribute to strategic planning</li> <li>* Provide information to clients for research on related topics which are not necessarily identified by them</li> <li>* Compile press releases</li> <li>* Prepare speeches</li> <li>* Compile annual reports</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Policy analysis and development</li> <li>* Policy/objective formulation</li> <li>* Budgeting</li> <li>* Research</li> <li>* Facilitation</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



# SALARY RANGE 12

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAG E
			CODE	OCCUPATION		
642-737	12	80268 50252 D	C5020100	Archivists, curators and related professionals	• Professionals and Managers	9(69)
			C5020200	Librarians and related professionals	• Professionals and Managers	9(69)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9(69)
			C5040200	Language Practitioners, Interpreters and other related communication personnel	• Professionals and Managers	9(69)
			C5070100	Authors, Journalists and other writers	• Professionals and Managers	9(69)
			C6010317	Middle Managers: Communication and Information related	• Professionals and Managers	9(69)

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
* personnel * Authority in respect of quality control * Training and development * Technical advice and guidance * Sub-directorate management * Establish control and planning	* Train and develop personnel * Allocate tasks * Maintain discipline		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
alternative options that may be totally new or unprecedented			
<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a sub-directorate</li> <li>* Provide input to strategic planning</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> <li>* Control projects</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange more detailed information regarding departmental and Public Service policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Formal disciplinary authority over</li> </ul>	<ul style="list-style-type: none"> <li>* Local government authorities</li> <li>* Traditional leaders</li> <li>* International community</li> <li>* NGO</li> <li>* Educational institution</li> <li>* Library suppliers</li> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Management</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Media</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<ul style="list-style-type: none"> <li>* Plan exhibitions</li> <li>* Translate/edit documents</li> </ul>	<ul style="list-style-type: none"> <li>* Media relations</li> <li>* Marketing communications</li> </ul>	
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels by analysing financial data</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use of variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> <li>* Give advice regarding public relations</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex problems by analysing a variety of information and conclusions are reached by evaluating a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Audio-visuals and photographic equipment</li>   <li>* Offices</li> <li>* Libraries</li> <li>* Museums</li>   <li>* Advice regarding policies, interpretations etc</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy relating to various fields</li> <li>* Complex notes, memo's and reports</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Press releases</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle Management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Policy inputs regarding:                             <ul style="list-style-type: none"> <li>- The development, provisioning and maintenance of a comprehensive administrative and publicity service</li> <li>- The development and provisioning of goal directed education and training to all categories of personnel in the functional terrain</li> <li>- The organising and inspection of services</li> <li>- The identification of the needs for improved services</li> <li>- The formulation of programmes and projects and the implementation thereof</li> </ul> </li> <li>* Implement service delivery initiatives</li> <li>* Provide advice and information on certain ethnic groups and races</li> <li>* Conduct research and write reports and/or articles about the South African past</li> <li>* Provide advice on heraldic matters</li> <li>* Contribute to strategic planning</li> <li>* Provide information to clients for research on related topics which are not necessarily identified by them</li> <li>* Compile press releases</li> <li>* Prepare speeches</li> <li>* Compile annual reports</li> <li>* Issue publications</li> <li>* Organise press conferences</li> <li>* Liaise with different sectors and the broader community on policy matters</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category C)</li> <li>* HR matters (category B)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Research</li> <li>* Analytical thinking</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80267 50251 D	C5020100	Archivists, curators and related professionals
			C5020200	Librarians and related professionals
			C5040100	Historians and Political Scientists
			C5040200	Language Practitioners, Interpreters and other related communication personnel
			C5070100	Authors, Journalists and other writers
			C6010317	Middle Managers: Communication and Information related

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	9(64)
• Professionals and Managers	9(64)
• Professionals and Managers	9(64)
• Professionals and Managers	9(64)
• Professionals and Managers	9(64)
• Professionals and Managers	9(64)



**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of personnel at lower levels</li> <li>* Formal disciplinary authority over personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance, guidance and advice</li> <li>* Training and development</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Other departments/provincial administrations</li> <li>* Supervisors</li> <li>* Public</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p>* Conclusions are reached through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</p>		policies/understanding	
<p><b>PLANNING</b></p> <p>* Planning in respect of own work and that of a section</p> <p>* Contribute to strategic planning</p> <p><b>DECISION MAKING</b></p> <p>* Decisions in respect of own work</p> <p>* Decisions in respect of the work of others</p> <p>* Make recommendations with regard to policies/strategies for a section of a department/ provincial administration</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <p>* Exchange more detailed information regarding departmental and Public Service policy/strategy</p>	<p>* Management</p> <p>* Educational institutions</p> <p>* Media</p> <p>* International community</p> <p>* NGO</p> <p>* Local government authorities</p> <p>* Library suppliers</p> <p>* Traditional leaders</p> <p>* Co-workers</p>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<ul style="list-style-type: none"> <li>* Liaise with different sectors and the broader community on policy matters</li> <li>* Plan exhibitions</li> <li>* Translate/edit documents</li> </ul>		
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> <li>* Monitor budget levels</li> <li>* Authorise expenditure in some cases</li> <li>* Assist with the compilation of budget</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework where policy guidelines can be followed</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by analysing a variety of information or referring to established precedents or broad policy guidelines</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Audio-visuals and photographic equipment, etc.</li>   <li>* Offices</li> <li>* Libraries</li> <li>* Museums</li>   <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Project Management</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Media relations</li> <li>* Marketing communications</li> <li>* Facilitation</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Bibliographic</li> <li>* Ability to relate different matters which have common denominators</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy relating to various fields</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Press releases</li> <li>* Team building</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/</li> </ul>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle Management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Investigate work procedures and matters</li> <li>* Organise press conference and interviews with the media</li> <li>* Contribute to strategic planning</li> <li>* Budget inputs/reports</li> <li>* Negotiate with stakeholders</li> <li>* Interpret directives</li> <li>* Evaluate reports of subordinates</li> <li>* Publicise articles on current policy directions in the country and international problems</li> <li>* Promote service delivery</li> <li>* Provide advice and information on certain ethnic groups</li> <li>* Conduct research and write reports and/or articles about South African past</li> <li>* Provide advice on heraldic matters</li> <li>* Contribute to strategic planning</li> <li>* Acquisition, cataloguing, classification and indexing of library material</li> <li>* Provide information to clients for research on related topics which are not necessarily identified by them</li> <li>* Compile press releases</li> <li>* Prepare speeches</li> <li>* Compile annual reports</li> <li>* Issue publications</li> <li>* Organise press conferences</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A) Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* How a department functions</li> <li>* Retrieval of information on SABINET on line, Internet and other databases</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 10

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
537-632	10	80266 50250 D	C5020100	Archivists, Curators and related professionals	• Professionals and Managers	9 (59)
			C5020200	Librarians and related professionals	• Professionals and Managers	9 (59)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9 (59)
			C5040200	Language Practitioners, Interpreters, and other related communication personnel	• Professionals and Managers	9 (59)
			C5070000	Authors, Journalists and other writers	• Professionals and Managers	9 (59)
			C6010317	Middle Managers: Communication and Information related	• Professionals and Managers	9 (59)



### GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
* Technical assistance, guidance and advice * Training and development * Establish control and planning	* Maintain discipline		



**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action			
<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a section</li> <li>* Contribute towards strategic planning</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange more detailed information regarding departmental as well as Public Service policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of personnel at lower levels</li> <li>* Formal disciplinary authority over personnel</li> <li>* Authority in respect of quality control</li> </ul>	<ul style="list-style-type: none"> <li>* Management</li> <li>* Educational institutions</li> <li>* Media</li> <li>* International community</li> <li>* NGO</li> <li>* Library Suppliers</li> <li>* Local government authorities</li> <li>* Traditional leaders</li> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<ul style="list-style-type: none"> <li>matters</li> <li>* Plan exhibitions</li> <li>* Translate/edit documents</li> </ul>	<ul style="list-style-type: none"> <li>development</li> <li>* Media relations</li> <li>* Marketing communications</li> </ul>	
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor budget levels</li> <li>* Authorise expenditure in some cases</li> <li>* Assist with the compilation of budget</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the postholder and/or require an in-depth analysis and some interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by analysing a variety of information or referring to established precedents or broad policy guidelines</li> <li>* Conclusions are reached through the</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Audio-visuals and photographic equipment, etc.</li>   <li>* Library material</li> <li>* Libraries</li> <li>* Offices</li> <li>* Museums</li>   <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Analytical thinking</li> <li>* Interviewing</li> <li>* Bibliographic</li> <li>* Ability to relate different matters which have common denominators</li> <li>* Interpersonal relationship</li>   <li><b>COMMUNICATION</b></li> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy relating to various fields</li> <li>* Complex notes, memo's and reports/drafting of speeches</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Press releases</li> <li>* Team building</li> <li>* Presentation</li>   <li><b>CREATIVITY</b></li> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 9: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> <li>* Middle Management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Investigate work procedures and matters</li> <li>* Organise press conferences and interaction with the media</li> <li>* Contribute to strategic planning</li> <li>* Negotiate with stakeholders</li> <li>* Budget inputs/reports</li> <li>* Interpret directives</li> <li>* Evaluate reports of subordinates</li> <li>* Report on current policy directions in the country and international problems</li> <li>* Promote service delivery</li> <li>* Provide advice and information on certain ethnic groups and races</li> <li>* Conduct research and write reports and/or articles about the South African past</li> <li>* Provide advice on heraldic matters</li> <li>* Contribute to strategic planning</li> <li>* Acquisition, cataloguing, classification and indexing of library material</li> <li>* Provide information to clients for research on related topics which are not necessarily identified by them</li> <li>* Compile press releases</li> <li>* Prepare speeches</li> <li>* Compile annual reports</li> <li>* Issue publications</li> <li>* Organise press conferences</li> <li>* Liaise with different sectors and the broader community on policy</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category C)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* How a department functions</li> <li>* Retrieval of information from SABINET on line, Internet and other databases</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Policy analysis and</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 5 and 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



# SALARY RANGE 9

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
484-579	9	80265 50249 D	C5020100	Archivists, Curators and related professionals	• Professionals and Managers	9 (54)
			C5020200	Librarians and related professionals	• Professionals and Managers	9 (54)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9 (54)
			C5040200	Language Practitioners, Interpreters and other related communication personnel	• Professionals and Managers	9 (54)
			C5070100	Authors, Journalists and other writers	• Professionals and Managers	9 (54)
			C6010317	Middle Managers: Communication and Information related	• Professionals and Managers	9 (54)

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a section</li> <li>* As supervisor, can influence that of others</li> <li>* Assist with strategic planning</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange more detailed information regarding departmental as well as Public Service policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of personnel at lower levels</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training and development</li> <li>* Formal disciplinary authority</li> </ul>	<ul style="list-style-type: none"> <li>* Management</li> <li>* Media</li> <li>* International community</li> <li>* NGO</li> <li>* Local government authorities</li> <li>* Traditional leaders</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
		<ul style="list-style-type: none"> <li>* Research</li> <li>* Analytical thinking</li> </ul>	
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use of variety of equipment</li> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use stores</li> <li>* Contribute towards the efficient management of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of property</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information will be unfamiliar to the postholder and will require frequent interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached by analysing a variety of possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Audio-visuals and photographic equipment</li>   <li>* Offices</li> <li>* Libraries</li> <li>* Museums</li>   <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Media relations</li> <li>* Marketing communications</li> <li>* Interviewing</li> <li>* Bibliographic</li> <li>* Ability to relate different matters which have common denominators</li> <li>* Interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation as well as tact and diplomacy in some cases</li> <li>* Routine notes, memo's and reports</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Team building</li> <li>* Management reports</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	



## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks with complex work content requiring frequent interpretation in the absence of an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards budget inputs</li> </ul>	<ul style="list-style-type: none"> <li>* Provide management with information</li> <li>* Promote relations with relevant stakeholders</li> <li>* Investigate work procedures and matters</li> <li>* Contribute to strategic planning</li> <li>* Compile budget inputs/reports</li> <li>* Negotiate with stakeholders</li> <li>* Interpret directives</li> <li>* Write articles, brochures and other literature on current policy</li> <li>* Active service delivery in specialised field</li> <li>* Write history about the South African past</li> <li>* Study and explain socio- political customs and other cultural aspects of races and nations</li> <li>* Process, approve and register heraldic representations, names, special names and uniforms</li> <li>* Provide information to clients for research on related topics which are not necessarily identified by them</li> <li>* Compile press releases</li> <li>* Prepare speeches</li> <li>* Compile annual reports</li> <li>* Issue publications</li> <li>* Liaise with different sectors and broader community</li> <li>* Plan exhibitions</li> <li>* Translate and edit language documents</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A)</p> <p>Knowledge of a wide range of work procedures and/or processes such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category C)</li> <li>* Meeting procedures</li> <li>* Retrieval of information from SABINET on line, Internet and other databases</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Facilitation skills</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a departmental language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 2 and 5 years</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 8

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAG E
			CODE	OCCUPATION		
432-527	8	80264 50248 D	C5020100	Archivists, curators and related professionals	• Professionals and Managers	9 (49)
			C5020200	Librarians and related professionals	• Professionals and Managers	9 (49)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9 (49)
			C5040200	Language Practitioners, Interpreters and other related communication personnel	• Professionals and Managers	9 (49)
			C5070100	Authors, Journalists and other writers	• Professionals and Managers	9 (49)

### GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached by analysing a variety of possible solutions</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange detailed technical information relating to specific fields dealing with various topics</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Limited authority in respect of quality control</li> <li>* Training and development</li> <li>* Technical advice and guidance</li> <li>* Formal disciplinary authority</li> </ul>	<ul style="list-style-type: none"> <li>* Management</li> <li>* Media</li> <li>* NGO</li> <li>* Traditional leaders</li> <li>* Co-workers</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Public</li> <li>* Supervisors</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
		* Formulation and editing	

<p><b>FINANCIAL RESOURCES</b> * Contribute towards budget inputs</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment * Contribute towards the efficient management of stores in terms of developing communication policies/practices to assist managers of stores</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores * Contribute towards the efficient management of stores</p> <p><b>ADVICE</b> * Give advice on procedural and policy matters to colleagues and the public</p> <p><b>JOB INFORMATION</b> * Receive guidance/advice on wide ranging but related subjects within an established framework * Information may be familiar to the postholder but will require some interpretation</p>	<p>* Office: PC, photocopier, etc. * Audio-visuals and photographic equipment</p> <p>* Stationary * Printing supplies * Publicity material to promote library function * Offices * Libraries * Museums</p> <p>* Advice regarding policies, interpretations etc.</p>	<p>* Conflict resolution * Project Management * Analytical thinking * Media relations * Marketing communications * Facilitation * Interviewing * Ability to relate different matters which have common denominators * Research * Interpersonal relationship</p> <p><b>COMMUNICATION</b> * Verbal exchange of information requiring difficult explanation relating to various fields * Routine notes, memo's and reports * Negotiations * Motivation * Team building * Presentation</p> <p><b>CREATIVITY</b> * Develop new ideas that impact on existing methods/policies/understanding</p>	
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## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks with complex work content requiring frequent interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Provide management with information</li> <li>* Promote image of public service institutions</li> <li>* Research/inputs about improvement to policy and procedures</li> <li>* Plan exhibitions</li> <li>* Formulate and manage work/ programmes and project objectives</li> <li>* Monitor policy outcomes</li> <li>* Compile budget inputs/reports</li> <li>* Negotiate with stakeholders</li> <li>* Translate and edit language/documents.</li> <li>* Evaluate public attitudes to improve policies</li> <li>* Active service delivery in specialised field</li> <li>* Write history about the South African past</li> <li>* Study and explain socio-political customs and other cultural aspects of races and nations</li> <li>* Process and approve heraldic representations, names, special names and uniforms</li> <li>* Provide information to clients for research on related topics which are not necessarily identified by them.</li> <li>* Compile press releases</li> <li>* Prepare speeches</li> <li>* Compile annual reports</li> <li>* Issue publications</li> <li>* Organise press conferences</li> <li>* Liaise with different sectors and broader community</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A)</p> <p>Knowledge of a wide range of work procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category C)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information and analyse it</li> <li>* Procurement directives and procedures</li> <li>* Compilation of management reports</li> <li>* Programme/Project planning</li> <li>* Meeting procedures</li> <li>* Retrieval of information from SABINET on line, Internet and other database</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a departmental language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 0 and 2 years</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange detailed technical information relating to specific fields dealing with various topics</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of clerical personnel at lower levels</li> <li>* Authority in respect of quality control</li> <li>* Training and development</li> <li>* Formal disciplinary authority</li> </ul>	<ul style="list-style-type: none"> <li>* Management</li> <li>* Media</li> <li>* NGO</li> <li>* Traditional leaders</li> <li>* Co-workers</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Public</li> <li>* Supervisors</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
		* Conflict resolution	

<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to colleagues and the public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/advice on wide ranging but related subjects within an established framework</li> <li>* Information may be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached by analysing a variety of possible solutions</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As supervisor, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for the department/provincial administration</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Interviewing</li> <li>* Ability to relate different matters which have common denominators</li> <li>* Interpersonal relationship</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring difficult explanation relating to various fields</li> <li>* Routine notes, memo's and reports</li> <li>* Motivation</li> <li>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods/policies/understanding</li> </ul>	
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## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Office clerks who record, organise, store, retrieve information and perform administrative functions related to the work in the office environment and/or deal directly with clients requesting/providing information</p> <p><b>AUTONOMY</b> * Specialist clerical and library tasks with complex work content requiring frequent interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b> * Contribute towards budget inputs</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use of variety of equipment * Contribute towards the efficient management of stores</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores</p>	<p>* Execute administrative outputs within given parameters: * Assist in rendering an efficient library and information service * Administer basic HR matters * Mentoring which includes in-service person to person training of new appointees/personnel</p> <p>* Office: PC, photocopier, etc.</p> <p>* Stationary</p>	<p><b>KNOWLEDGE</b> (See also Annexure A) Knowledge of a wide range of work procedures such as:- * Finance (category A/B) * HR matters (category A/B) * Training (category A/B) * Administration procedures relating to specific working environment including norms and standards * Planning and organising (category C) * Reporting procedures * How to do research/gather information and analyse it * Procurement directives and procedures * Compilation of management reports * Meeting procedures * Retrieval of information from SABINET on line, Internet and other database * Computer (category B)</p> <p><b>SKILLS</b> * Mathematics * Organising * Ability to operate computer (both hardware and software) * Problem solving * Maintaining discipline * Formulation and editing</p>	<p><b>QUALIFICATION</b> * Grade 10 or equivalent * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent: More than 10 years * Grade 12 or equivalent: More than 10 years</p>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 7

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAG E
			CODE	OCCUPATION		
379-474	7	80263 50247 D	B1010300	Library, Mail and related Clerks	• Administrative Office Workers	9 (40)
			C5020100	Archivists, curators and related professionals	• Professionals and Managers	9 (44)
			C5020200	Librarians and related professionals	• Professionals and Managers	9 (44)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9 (44)
			C5040200	Language Practitioners, Interpreters and other related Communication personnel	• Professionals and Managers	9 (44)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached by analysing a variety of possible solutions</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* Contribute to planning of work processes in a component</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* As team leader, decisions may be taken in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange detailed information</li> <li>* Interact with user Committees</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of personnel at lower levels</li> <li>* Training and development</li> </ul>	<ul style="list-style-type: none"> <li>* Management</li> <li>* Media</li> <li>* NGO</li> <li>* Other departments/provincial administrations</li> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	- Assist with organisation of press conferences		

<p><b>FINANCIAL RESOURCES</b> * Provide input to budgets</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores * Contribute towards the efficient management of stores</p> <p><b>ADVICE</b> * Give advice on procedural and policy matters to colleagues and the public</p> <p><b>JOB INFORMATION</b> * Receive guidance/advice on wide ranging but related subjects within an established framework * Information may be familiar to the postholder but will require some interpretation</p>	<p>* Office: PC, photocopier, etc. * Computer: Network equipment, etc * Audio-visuals and photographic equipment</p> <p>* Stationary * Printing supplies * Offices * Libraries * Museums</p> <p>* Advice regarding policies, interpretations etc</p> <p>* Cataloguing and classification * Information management * Human resource development</p>	<p>* Interpersonal relationship * Research * Analytical thinking * Media relations * Marketing communications</p> <p><b>COMMUNICATION</b> * Verbal exchange of information requiring difficult explanation * Routine notes, memo's and reports * Negotiations * Provide information requiring complex explanation * Motivation * Presentation</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established but innovation is required to help clients with research topics</p>	
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## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 6: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist tasks of which the work content is complex and requires occasional interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Input, advice and improvement regarding application and interpretation of functional directives, practices and procedures including to:                             <ul style="list-style-type: none"> <li>- Publicise material</li> <li>- Translate/edit documents to comply with language policies and directives</li> <li>- Assist manager with work related matters</li> <li>- Preserve cultural affairs</li> <li>- Liaise with different sectors and broader community on policy issues</li> <li>- Promote the image of public service institutions</li> <li>- Assist the community to increase its quality of life</li> <li>- Provide information in libraries</li> <li>- Study and explain socio-political customs and other cultural aspects of races and nations</li> <li>- Writing history about the South African past</li> <li>- Provide information to clients for research on related topics which are not necessarily identified by them</li> <li>- Provide specialised information</li> <li>- Process heraldic representations, names, special names and uniforms</li> <li>- Compile press releases</li> <li>- Prepare speeches</li> <li>- Issue publications</li> <li>- Compile annual reports</li> </ul> </li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A)</p> <p>Knowledge of a wide range of procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information and analyse it</li> <li>* Meeting procedures</li> <li>* Use of Internet and other database</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Interviewing</li> <li>* Facilitation</li> <li>* Ability to relate different matters which have common denominators</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Successful completion of a departmental language test compiled by the Department of Arts, Culture, Science and Technology, where applicable</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: No experience</li> </ul>



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

### GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
* control Training and development			

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/advice on wide ranging but related subjects within an established framework</li> <li>* Information may be familiar to the postholder but will require some interpretation</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines</li> <li>* Conclusions are reached by analysing a variety of possible solutions</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* As team leader, decisions may be taken in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange detailed information</li> <li>* Interact with user Committees</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as team leader to assist with supervision of personnel</li> <li>* Limited authority in respect of quality</li> </ul>	<ul style="list-style-type: none"> <li>* Management</li> <li>* Media</li> <li>* NGO</li> <li>* Other departments/provincial administrations</li> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring simple explanation, helpfulness and politeness</li> <li>* Routine notes, memo's and reports</li> <li>* Motivation</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic procedures and policies are well established but innovation is required to help clients with research topics</li> </ul>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 6: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office clerks who record, organise, store, retrieve information and perform administrative functions related to the work in the office environment and/or deal directly with clients requesting/providing information</p> <p><b>AUTONOMY</b>                      * General clerical and library tasks of which the content is difficult requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Receive payments of accounts</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores</p>	<p>* Execute administrative outputs within given parameters</p> <p>* Assist in rendering an efficient library and information service</p> <p>* Administer basic HR matters</p> <p>* Mentoring which includes in-service person to person training of new appointees/personnel</p> <p>* Issue receipts</p> <p>* Office: PC, photocopier, etc.</p> <p>* Stationary</p>	<p><b>KNOWLEDGE</b>                      (See also Annexure A)                      Knowledge of a variety of work procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A/B)</li> <li>* Stores (category B)</li> <li>* Training (category A/B)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information and analyse it</li> <li>* Meeting procedures</li> <li>* Use of Internet and other database</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Interviewing</li> <li>* Ability to relate different matters which have common denominators</li> <li>* Interpersonal relationship</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent: More than 10 years</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> </ul>

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKERS**

# SALARY RANGE 6

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAG E
			CODE	OCCUPATION		
326-421	6	80262 50246 D	B1010300	Library, Mail and related Clerks	• Administrative Office workers	9 (32)
			C5020100	Archivists, curators and related professionals	• Professionals and Managers	9 ( 35)
			C5020200	Librarians and related professionals	• Professionals and Managers	9 (35)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9 (35)
			C5040200	Language Practitioners, Interpreters and other related communication personnel	• Professionals and Managers	9 (35)

### GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
* Limited authority in respect of quality control			

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on a single subject area which is straight forward</li> <li>* Give work instruction on a single subject area to subordinates</li> <li>* Responsible for conveying procedural information in certain cases to colleagues and clients</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are mainly reached by applying mainly routine job processes but occasional possible courses of action may be compared with each other</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> <li>* Assist with establishing norms and standards for service delivery</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Mostly in respect of own work</li> <li>* Decisions may be taken in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* More interaction</li> <li>* More detailed general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of general clerical responsibilities and other tasks performed on lower levels</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring simple explanation</li> <li>* Routine notes/memo's/letters</li> <li>* Motivation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	



**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office clerks who record, organise, store, retrieve information and perform administrative functions related to the work in the office environment and/or deal directly with clients requesting/providing information</p> <p><b>AUTONOMY</b>                      * General clerical and library tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Person may be responsible for the handling of cash                      * Collecting financial data for the budget</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores                      * Assist with the efficient managing of stores</p>	<p>* Execute administrative outputs within given parameters:                      * Assist in rendering an efficient library and information service                      * Administer basic HR matters                      * Mentoring which includes in-service person to person training of new appointees/personnel</p> <p>* Issue receipts</p> <p>* Office: PC, photocopier etc                      * Library related equipment: Microfiche, projectors, video machines</p> <p>* Stationary                      * Marketing and publicity material for libraries</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-                      * Finance (category A/B)                      * HR matters (category A/B)                      * Training (category A/B)                      * Stores (category B)                      * Administration procedures relating to specific working environment including norms and standards                      * Planning and organising (category B)                      * Reporting procedures                      * How to do basic research/gather information                      * Procurement directives and procedures                      * Knowledge of statistics                      * Computer (category A)</p> <p><b>SKILLS</b>                      * Numeracy/Mathematics                      * Organising                      * Ability to perform routine tasks                      * Ability to operate computer (both hardware and software)                      * Basic interpersonal relationship                      * Problem solving                      * Maintaining discipline                      * Formulation and editing</p>	<p><b>QUALIFICATION</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent: Between 5 and 10 years                      * Grade 12 or equivalent: Between 2 and 5 years</p>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80261 50245 D	B1010300	Library, Mail and related Clerks

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	9 (28)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on a single subject area which is straight forward</li> <li>* Give work instruction on a single subject area to subordinates</li> <li>* Responsible for conveying procedural information to colleagues and clients</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusions are reached by applying mainly routine job processes but occasional possible courses of action may be compared with each other</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> <li>* Assist with establishing norms and standards for service delivery</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Mostly in respect of own work</li> <li>* Decisions may be taken in respect of the work of others</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic, general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of general clerical responsibilities and other tasks performed on lower levels</li> <li>* Limited authority in respect of quality control</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office clerks who record, organise, store, retrieve information and perform administrative functions related to the work in the office environment and/or deal directly with clients requesting/providing information</p> <p><b>AUTONOMY</b>                      * General clerical and library tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Person may be responsible for the handling of cash                      * Compile accounts of lost library material</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores</p>	<p>* Handle less complicated routine tasks</p> <p>* Mentoring including in service person to person training of new appointees/other personnel</p> <p>* Oversee work performance</p> <p>* Inspect work</p> <p>* Allocate tasks</p> <p>* Administer basic HR matters</p> <p>* Render an efficient library and information service to users</p> <p>* Assist with interlibrary loans</p> <p>* Receive and deposit payments</p> <p>* Issue receipts</p> <p>* Office: PC, photocopier etc.</p> <p>* Library related equipment: microfiche, projectors, video-machines, microfilm</p> <p>* Stationary</p> <p>* Marketing and publicity materials for libraries</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A/B)</li> <li>* Training (category A/B)</li> <li>* Stores (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category A/B)</li> <li>* Reporting procedures</li> <li>* How to do basic research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Knowledge of statistics</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy/Mathematics</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving</li> </ul>	<p><b>QUALIFICATION</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent: Between 2 and 5 years                      * Grade 12 or equivalent: Between 0 and 2 years</p>

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKERS**

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80260 50244 D	B1010300	Library, Mail and related Clerks

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	9 (24)

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction/guidance on a single subject area which is straight forward</li> <li>* Give limited work instruction on a single subject area to colleagues and clients</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> <li>* Conclusion are mainly reached by applying routine job processes</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic, general and procedural information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of production personnel on lower levels</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li>   <li>* Assist with personnel evaluation</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic creativity is required as procedures and policies are well established and little innovation is required</li> </ul>	



## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office clerks who record, organise, store, retrieve information and perform administrative functions related to the work in the office environment and/or deal directly with clients requesting/providing information</p> <p><b>AUTONOMY</b>                      * Routine clerical and library tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Person may be responsible for the handling of cash                      * Assist with compiling accounts for lost library material</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores</p>	<ul style="list-style-type: none"> <li>* Handle less complicated routine correspondence/enquiries</li> <li>* Keep registers</li> <li>* Mentoring including in service person to person training of new appointees/other personnel</li> <li>* Report problems</li> <li>* Check info system data</li> <li>* Organise library filing system</li> <li>* Administer basic HR matters</li> <li>* Retrieval and shelving of library stock</li> <li>* Keep statistics of stock available in the library</li> <li>* Stores services</li> <li>* Perform duties related to the printing and distribution of documents</li> </ul> <ul style="list-style-type: none"> <li>* Receive and deposit payments</li> <li>* Issue receipts</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc</li> </ul> <ul style="list-style-type: none"> <li>* Stationary</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A)</li> <li>* Stores (category A)</li> <li>* Telephone etiquette</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category A)</li> <li>* Reporting procedures</li> <li>* How to do basic research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Clients needs</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy/Mathematics</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (software)</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving</li> </ul>	<p><b>QUALIFICATION</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent                      Between 0 and 2 years                      * Grade 12 or equivalent:                      No experience</p>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80259 50243 D	B1010300	Library, Mail and related Clerks

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	9 (20)



## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office clerks who record, organise, store, retrieve information and perform administrative functions related to the work in the office environment and/or deal directly with clients requesting/providing information</p> <p><b>AUTONOMY</b>                      * Elementary and routine clerical and library tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores</p>	<p>* Assistance given to achieve properly attended libraries and museums</p> <p>* Assistance given to promote cultural affairs and heraldic matters</p> <p>* Efficiently perform administrative activities</p> <p>* Compile registers</p> <p>* Capture data</p> <p>* Update library cards</p> <p>* Store library material</p> <p>* Office: PC, photocopier, etc</p> <p>* Computer: Network equipment, etc</p> <p>* Stationary</p> <p>* Printing supplies</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and elementary clerical duties such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category A/B)</li> <li>* HR matters (category A)</li> <li>* Training (category A)</li> <li>* Stores (category A)</li> <li>* Data capturing</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Planning and organising (category A)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (software)</li> <li>* Basic interpersonal relationship</li> <li>* Literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's/letters</li> </ul>	<p><b>QUALIFICATION</b>                      * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent:                      No experience</p>

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKERS**

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b> * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic, general and procedural information</p>	<p>* Co-workers * Supervisors * Public</p>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b> * Simple and routine tasks that require the use of hand-held tools and often requires some physical efforts</p> <p><b>AUTONOMY</b> * Structured work content with a few well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores</p>	<ul style="list-style-type: none"> <li>* Basic maintenance of equipment and reporting defects</li> <li>* Perform duties related to the printing and distribution of documents</li> <li>* Distribute cleaning equipment</li> <li>* Stores service</li> <li>* Basic cleaning of library material</li> <li>* Fetch and deliver documents and articles</li> <li>* Distribute and collect documents and articles</li> </ul> <p>* Ancillary: Cleaning equipment, etc</p> <p>* Cleaning agents</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures and elementary duties such as:-</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Equipment (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Courier services (category A)</li> <li>* Planning and organising (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment and machines</li> <li>* Basic interpersonal relationship</li> <li>* Literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> <li>* Routine notes/memo's</li> <li>* Telephone etiquette</li> </ul>	<p><b>QUALIFICATION</b> * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * ABET: Between 0 and 2 years</p>



# **GUIDELINES:**

# **ELEMENTARY OCCUPATIONS**

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80258 50242 D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A2010000	Messengers, porters and deliverers
			B1010300	Library, Mail and related clerks

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	9 (13)
• Elementary Occupations	9 (13)
• Administrative Office Workers	9 (16)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 1: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b>                      * Simple and routine tasks that require the use of hand-held tools and often requires some physical efforts</p> <p><b>AUTONOMY</b>                      * Structured work content with a few well-defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Uses stores</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Refer problems to supervisor</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic interaction</p>	<ul style="list-style-type: none"> <li>* Clean and create an orderly working environment</li> <li>* Clean vehicles</li> <li>* Operate cleaning machines and maintenance thereof</li> <li>* Elementary support to higher level work outputs</li> <li>* Fetch and deliver documents and articles</li> <li>* Distribute and collect documents and articles</li> </ul> <p>* Ancillary: Cleaning equipment, etc.</p> <p>* Cleaning agents</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a few work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category A)</li> <li>* Equipment (category A)</li> <li>* Stores (category A)</li> <li>* Courier Services (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to operate elementary machines</li> <li>* Basic literacy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Routine verbal exchange of information requiring helpfulness and politeness</li> </ul>	<p><b>QUALIFICATION</b>                      * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * ABET:                      No experience</p>

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80257	A1020000	Cleaners in offices, workshops, hospitals, etc.
		50241 D	A2010000	Messengers, porters and deliverers

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	9(10)
• Elementary Occupations	9(10)

**C. PROFESSIONALS AND MANAGERS**

Personnel in this group are busy with increasing the existing pool of knowledge, applying scientific or artistic concepts and theories. Tasks performed usually include conducting analysis and research, developing concepts, theories and operational methods and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology and also to life sciences including the medical profession, as well as social sciences, humanities and legal and social services. Included in this category are managers who are primarily responsible to formulate policies, plan, direct and co-ordinate the general functioning of an organisation or (a) component(s) thereof. Most of the occupations in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Archivists, Curators and related professionals	6-10	9(35)-9(59)
2. Librarians and related professionals	6-8	9(35)-9(49)
3. Historians and Political Scientists	6-8	9(35)-9(49)
4. Language Practitioners, Interpreters and Other related communication personnel	6-8	9(35)-9(49)
5. Authors, Journalists and other writers	8-10	9(49)-9(59)
6. Middle Managers: Communication and Information related	9-12	9(54)-9(69)
7. Senior Management	13-15	9(75)-9(87)

**NOTE:** Although this CORE provides mainly for managers from salary range 9-15, it should be noted that professionals can also progress to higher salary ranges provided that it is justified in terms of the results of job evaluation.

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

Elementary occupations are normally responsible for simple and routine tasks. It mainly requires the use of hand held tools and often it requires some physical effort. Furthermore, it also include the delivery of messages or goods. Supervision of other workers may be included. Most of the tasks at this level require skills normally obtained through 5 year's education which normally begins at the age of ±7 years. Examples of typical jobs in this category are indicated in the table below:

JOB	SALARY RANGES	PAGE NUMBER
1. Cleaners in offices, workshops, hospitals, etc.	1-2	9(10)-9(13)
2. Messengers, Porters and deliverers	1-2	9(10)-9(13)

### B. ADMINISTRATIVE OFFICE WORKERS

#### Clerks and Related Personnel.

Record, organise, store, compute and retrieve information related to the work in question. Other tasks that are also included is the recording of written information on paper, or computers. Other clerical tasks could include contact with the public/clients. Most of the occupations included in this group will normally require skills normally obtained through between 5 and 6 year's of education which normally starts at the age of 13. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

JOB	SALARY RANGES	PAGE NUMBER
1. Library, Mail and related clerks	2-7	9(16)-9(40)

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
		<p>(j) Facilitation (k) Conflict management (l) Financial management (m) Leadership (n) Planning and organising</p> <p>The ability to negotiate , communicate, operate computer, make presentations, motivate, build a team, write notes, memo's, letters and reports. Develop communication policies, draft speeches and cabinet memorandum as well as developing new ideas.</p> <p><b>LEARNING INDICATORS</b></p> <p>Knowledge and skills comparable to that normally obtained through formal studies towards obtaining a university degree/national diploma or specific skills and knowledge required to function as a manager.</p>

**CORE'S THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT**

- Human Resource and Support Personnel
- Management and General Support Personnel
- Administrative Line Function and Support Personnel

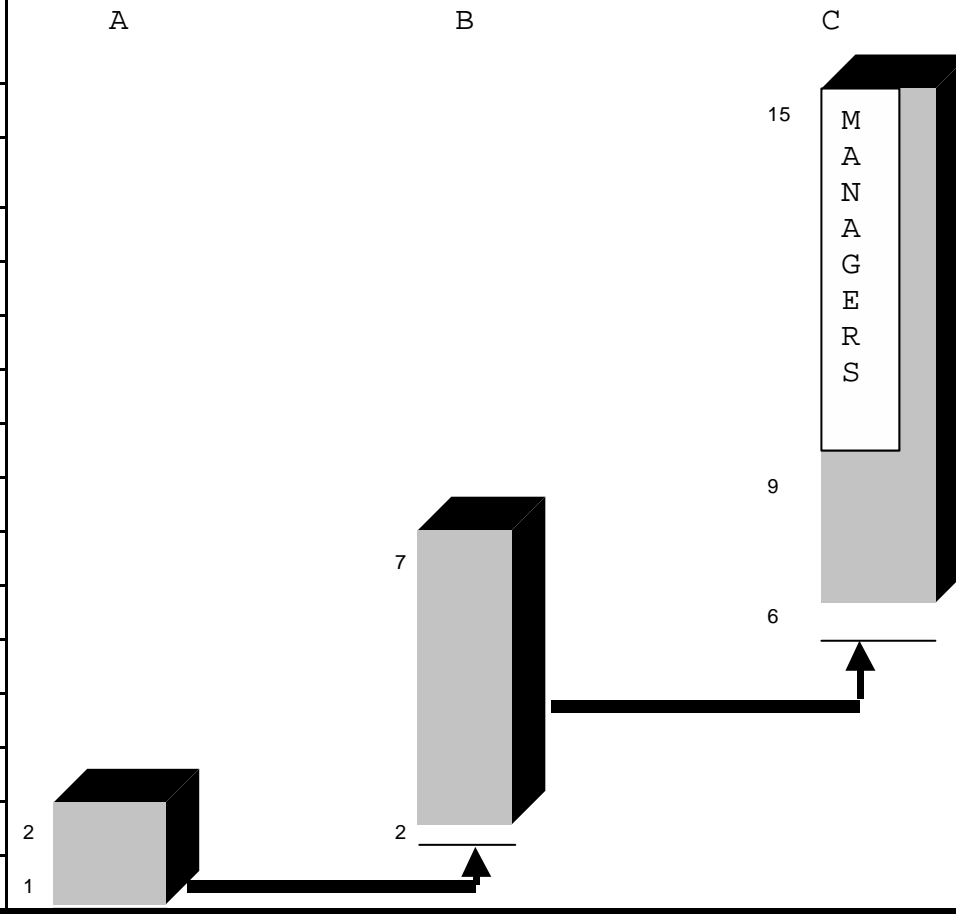


C. Professionals and Managers

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ELEMENTARY OCCUPATIONS</b>	Administrative Office Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary clerical duties eg finance , human resources practices as well as the ability to capture data, operate computer and collecting statistics.</p> <p>Knowledge and skills in liaising with clients and stakeholders, library procedures, recording information, tracing books and articles, ordering books and newsletters, dispatching and receiving procedures as well as drafting letters and memo's.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to Grade 10.</p>
<b>ADMINISTRATIVE OFFICE WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Knowledge and skills in the following areas :</p> <ul style="list-style-type: none"> <li>(a) Operating photographic equipment</li> <li>(b) Liaison</li> <li>(c) Human resources</li> <li>(d) Training</li> <li>(e) Labour relations</li> <li>(f) Project management</li> <li>(g) Research</li> <li>(h) Policy /objectives formulation, development and analysis</li> <li>(i) Budgeting</li> </ul>

## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	9(85)
14	747-842	9(79)
13	695-790	9(73)
12	642-737	9(67)
11	589-684	9(62)
10	537-632	9(57)
9	484-579	9(52)
8	432-527	9(47)
7	379-474	9(38)
6	326-421	9(30)
5	274-369	9(26)
4	221-316	9(22)
3	169-264	9(18)
2	116-211	9(11)
1	0-158	9(8)



- A. Elementary Occupations
- B. Administrative Office Workers

**NOTES:**

(a) **Utilisation of employees:**

Employees who are utilized in a specific capacity and who are employed in terms of this CORE are subject to the requirements of the following statutory provisions:

To be determined during the further development of the CORE.

(b) **Requirements for employment**

Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment are not in any way discriminatory.

(c) **Salary codes**

Salary codes in the prescriptive part of the CORE which have a D suffix are for the exclusive use of the South African National Defence Force.

**9. CODE OF REMUNERATION (CORE)**

**OCCUPATIONAL CATEGORY: COMMUNICATION AND INFORMATION RELATED PERSONNEL**

**CORE CODE: 00816**

**IMPLEMENTATION DATE: 1 JULY 1999**

**GENERAL SCOPE OF SERVICE DELIVERY:**

THIS CORE IS A GUIDE IN RESPECT OF PERSONNEL EMPLOYED TO PROVIDE WORK OUTPUTS IN THE FOLLOWING AREAS OF SERVICE DELIVERY:

- Advice on heraldic matters
- Advice on the socio-political customs and other cultural aspects of races and nations
- Archivalia
- Communication
- Information Journalism
- Language practice
- Museum - Human Sciences related matters
- Preservation of South African culture
- Promotion of the image of Public Service Institutions
- Satisfy informational and recreational needs pertaining to libraries and library material
- Write history on the contemporary and non-contemporary South African past

**GUIDELINES**

<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>CONTENT OF COMMUNICATION</b> * Highly specialised information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervise/manage personnel * As part of managing branch, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<p>* Departmental/Provincial administration policy/strategy * Technical/ professional * Public Service policy/ strategy</p> <p>* Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline</p>		



**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)

<p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery.</p>	<ul style="list-style-type: none"> <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Vehicles</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/ memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Presentation</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Cabinet memoranda</li> </ul>	
<p><b>INVOLVEMENT WITH STORES</b> * Contribute towards the efficient management of stores</p>	<ul style="list-style-type: none"> <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Equipment</li> </ul>	<p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</p>	
<p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of properties</p>	<ul style="list-style-type: none"> <li>* Offices</li> <li>* Museums</li> <li>* Libraries</li> </ul>		
<p><b>ADVICE</b> * The advice is highly specialised/ complex and is normally available from few sources within the Public Service.</p>	<ul style="list-style-type: none"> <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li> </ul>		
<p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> <li>* Department/Provincial administration policy/strategy</li> </ul>		
<p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>			

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * High level specialist or top management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b> * Complex work content including policy development and management as well as the determination of direction/strategy.</p> <p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/ provincial administration in high level committees</li> <li>* Ensure the implementation of Affirmative Action strategies</li>   <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category C)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Media relations</li> <li>* Change management</li> <li>* Diversity management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification plus training and courses in management practices depending on the area of utilisation</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Tertiary qualification: More than 10 years</p>



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80271 50255 D	C5020100	Archivists, curators and related professionals
			C5020200	Librarians and related professionals
			C5040100	Historians and Political Scientists
			C5040200	Language Practitioners, Interpreters and other related communication personnel
			C5070100	Authors, Journalists and other writers
			C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	9 (87)
• Professionals and Managers	9 (87)
• Professionals and Managers	9 (87)
• Professionals and Managers	9 (87)
• Professionals and Managers	9 (87)
• Professionals and Managers	9 (87)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/STAFF</b>                      * Complex and highly specialised/ professional information are exchanged on a high level</p> <p><b>CONTENT OF COMMUNICATION</b>                      * Highly specialised information</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel                      * As part of managing chief directorate, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Legal practitioners</li> <li>* Other departments/provincial administrations</li> <li>* Minister/Premier</li> <li>* Private sector organisations</li> <li>* General public</li> <li>* Academic institutions</li> <li>* Media</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/ strategy</li> <li>* Technical/professional</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan the work of the chief directorate and often influence the planning to be done in other Departments/Provincial administrations</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Resolve job related problems referred to by others</li> <li>* Authorise actions</li> <li>* Recommend/decide on issues that will impact on the public service</li> <li>* Control projects</li> <li>* Recommend/approve actions requiring major resource commitment by others</li> <li>* Amend existing practices and procedures for their work area</li> </ul>	<ul style="list-style-type: none"> <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedures</li> <li>* Major financial planning</li> <li>* Contribution to Departmental/ Provincial administration strategic planning</li> </ul>		

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Contribute towards the efficient management of stores in terms of developing communication policies/practices to assist managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of properties in terms of developing communication policies/practices to assist the managers of properties management.</p> <p><b>ADVICE</b> * The advice is highly specialised/ complex and is normally available from few sources within the Public Service.</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Vehicles</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> <li>* Equipment</li>   <li>* Offices</li> <li>* Libraries</li> <li>* Museums</li>   <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Department/Provincial administration policy/strategy</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Presentations</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * High level specialist or senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b>                      * Complex work content including policy development and management as well as the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable the department/ administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/ provincial administration in high level committees</li> <li>* Ensure the implementation of Affirmative Action strategies</li> </ul>	<p><b>KNOWLEDGE</b>                      (See also Annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category C)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Media relations</li> <li>* Marketing communications</li> <li>* Change management</li> <li>* Diversity management</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practices depending on the area of utilisation</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Tertiary qualification:                      More than 10 years</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80270 50254 D	C5020100	Archivists, curators and related professionals
			C5020200	Librarians and related professionals
			C5040100	Historians and Political Scientists
			C5040200	Language Practitioners, Interpreters and other related communication personnel
			C5070100	Authors, Journalists and other writers
			C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	9 (81)
• Professionals and Managers	9 (81)
• Professionals and Managers	9 (81)
• Professionals and Managers	9 (81)
• Professionals and Managers	9 (81)
• Professionals and Managers	9 (81)



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel</li> <li>* As part of managing directorate, various advice will be given, discipline will be maintained and control and planning will be exercised.</li> </ul>	<ul style="list-style-type: none"> <li>* Public Service policy/strategy</li> <li>* Technical/Professional</li>   <li>* Performance Personnel Management Systems</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Contribute towards the efficient management of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from few sources within the Department/ Provincial administration</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<ul style="list-style-type: none"> <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Vehicles</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Equipment</li> <li>* Maintenance supplies</li>   <li>* Libraries</li> <li>* Offices</li> <li>* Museums</li>   <li>* Departmental/Provincial administration policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Department/Provincial administration policy/strategy</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating/negotiation</li> <li>* Complex notes/ memos/letters</li> <li>* Sensitive press releases</li> <li>* Presentation</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * High level specialist or senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b> * Complex work content including policy development and management as well as the determination of direction/strategy.</p> <p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable the department/ administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budgetary constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and taking corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/ provincial administration in high level committees</li> <li>* Ensure the implementation of Affirmative Action Strategies</li> </ul> <ul style="list-style-type: none"> <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> </ul>	<p><b>KNOWLEDGE</b> (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category C)</li> <li>* Finance (category C)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Media relations</li> <li>* Marketing communications</li> <li>* Change Management</li> <li>* Diversity Management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification plus training and courses in management practices depending on the area of utilisation</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Tertiary qualification: More than 10 years</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 13

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
695-790	13	80269 50253 D	C5020100	Archivists, curators and related professionals	• Professionals and Managers	9 (75)
			C5020200	Librarians and related professionals	• Professionals and Managers	9 (75)
			C5040100	Historians and Political Scientists	• Professionals and Managers	9 (75)
			C5040200	Language Practitioners, Interpreters and other related communication personnel	• Professionals and Managers	9 (75)
			C5070100	Authors, Journalists and other writers	• Professionals and Managers	9 (75)
			C6010200	Senior Management	• Professionals and Managers	9 (75)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Principal State Herald Assistant Director: Human Science Museum Assistant Director: Cultural Affairs Assistant Director: Communication
11	Deputy Director: Language Practitioner Deputy Director: Community Liaison Assistant Chief Ethnologist Deputy Director: Library Services Deputy Director: History Writing Deputy Director: Archives Deputy Director: Public Relations Chief State Herald Deputy Director: Communication Deputy Director: Human Science Museum Deputy Director: Cultural Affairs
12	Deputy Director: Language Services Deputy Director: Community Liaison Assistant Chief Ethnologist Deputy Director: Library Services Deputy Director: Archives Deputy Director: Public Relations Deputy Director: History Writing Chief State Herald Deputy Director: Human Science Museum Deputy Director: Cultural Affairs Deputy Director: Communication
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Assistant Ethnologist Historian Assistant Museum Human Scientist Public Relations Officer Assistant State Herald Archivist
7	Senior Language Practitioner Senior Community Liaison Officer Ethnologist Senior Historian Chief Administration Clerk Senior Librarian Senior Archivist Senior Cultural Officer Senior Communication Officer Chief Library Assistant Senior Public Relations Officer Senior Archivist State Herald Museum Human Scientist
8	Principal Language Practitioner Chief Community Liaison Officer Senior Ethnologist Principal Historian Principal Librarian Principal Archivist Principal Cultural Officer Principal Communication Officer Principal Public Relations Officer Information Journalist Senior State Herald Principal Museum Human Scientist
9	Chief Language Practitioner Assistant Director: Community Liaison Principal Ethnologist Assistant Director: History Writing Assistant Director: Archives Senior Information Journalist Assistant Director: Public Relations Principal State Herald Assistant Director: Library Services Assistant Director: Human Science Museum Assistant Director: Cultural Affairs Assistant Director: Communication
10	Chief Language Practitioner Assistant Director: Community Liaison Principal Ethnologist Assistant Director: Library Services Assistant Director: History Writing Assistant Director: Archives Senior Information Journalist Assistant Director: Public Relations



**GUIDE: TRANSITION TO CORE: COMMUNICATION AND INFORMATION RELATED  
PERSONNEL**

**(9COMP)**

**OCCUPATIONAL CLASSES**

Administration Clerk  
 Archivist  
 Cleaner  
 Communication Officer  
 Community Liaison Officer  
 Cultural Officer  
 Ethnologist  
 Historian  
 Information Journalist  
 Language Practitioner  
 Librarian  
 Library Assistant  
 Management Echelon  
 Messenger  
 Museum Human Scientist  
 Public Relations Officer  
 State Herald

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
1	Cleaner I Messenger
2	Cleaner II Administration Clerk Grade I Library Assistant Grade I Senior Messenger
3	Administration Clerk Grade II Library Assistant Grade II
4	Senior Administration Clerk Grade I Senior Library Assistant Grade I
5	Senior Administration Clerk Grade II Senior Library Assistant Grade II
6	Language Practitioner Librarian Cultural Officer Communication Officer Senior Library Assistant Grade III Senior Administration Clerk Grade III Community Liaison Officer